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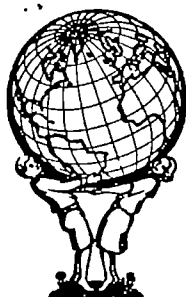
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BULLETIN

OF THE

INTERNATIONAL BUREAU
OF EDUCATION

GENEVA



UT PER JUVENES
ASCENDAT MUNDUS



GENEVA
INTERNATIONAL BUREAU OF EDUCATION

I. THE EDUCATIONAL WORLD

In order to facilitate the card index classification of these news items by educational libraries and educators, we are adding to each a decimal number drawn up in accordance with the "Plan for the Classification of Educational Documents" used by the Bureau.

ARGENTINA

Administrative Efficiency Regulations concerning the putting into practice of the second five-year plan stipulate that within each general directorate of the Ministry of National Education there shall be an "organization and rationalization" section, whose task it will be to study measures for the rationalization, standardization and coordination of the different services with the object of improving them. Provision is also made for each of the general directorates to have a "technical department" attached to it for the purpose of giving advice concerning the carrying out of the five-year plan. *IBE* — 379.2 (82)

**School Prizes
and Holidays**

The president of the Argentine Republic has signed an order whereby the best pupils from the primary and secondary schools, accompanied by one of their parents, will be able to pass a fortnight's holiday in the mountainous districts of Cordoba and Tandil or at the seaside resorts of Mar del Plata and Mar de Ajo. Holiday camps lasting a fortnight will be organized for the benefit of primary school pupils. *IBE* — 371.871 — 371.542 (82)

AUSTRALIA

**Secondary Education
Survey**

A committee has been set up by the New South Wales Education Department to survey secondary education throughout New South Wales. The committee's terms of reference are: (a) to survey and report upon the provision of full-time day education for adolescents; and (b) in particular, to examine the objectives, organization and content of the courses provided for adolescent pupils in the state public schools, regard being had to the requirements of a good general education and to the desirability of providing a variety of curricula adequate to meet the varying aptitudes and abilities of the pupils concerned. *IBE* — 373 — 37 P (94)

**Scholarships for
Native Children**

The Commonwealth government has announced that commencing in 1954, up to twenty scholarships would be provided annually for the secondary education in Australia of selected Papuan and New Guinea natives of either sex who are qualified for secondary education. It is not proposed that this scheme should be a substitution for secondary education facilities in the Territory but

rather it is intended that they should ensure that natives have access to secondary education, which is not yet provided in the Territory. *IBE — 371.98 — 379.67 (94)*

School Broadcasts

The Australian Broadcasting Commission has inaugurated a series of school broadcasts in the Territory of Papua and New Guinea. These broadcasts are similar to those broadcast to schools on the mainland and include music, singing, health talks, stories and social studies. The aims of these broadcasts are to give white children at school in the Territory something of the background familiar to Australian children in order to prepare them for the secondary education they will receive at schools on the mainland, and also to give children and teachers in native schools an opportunity of hearing well spoken English. *IBE — 371.372 (94)*

AUSTRIA**International Exchanges**

The Austrian committee for the international exchange of students was able in 1953 to place about 470 Austrian students and teachers abroad for periods of about two months, and to arrange for 235 foreign students to spend similar periods in Austria. Whereas in 1952 participants in youth camps and sports camps numbered 949, during 1953 this number had risen to 2,500. Ski camps drew German, English, French, Italian and Spanish members to Austria, while the "Austrian youth hostel" at Praiano (southern Italy) received visits from hundreds of Austrian youth. A similar youth hostel at Sanary on the French Mediterranean coast has been opened. The committee also served as the intermediary for the exchange of 450 Austrian and 380 English children of school age during the summer of 1953. Through the same committee, 5,000 Austrian children and adolescents now correspond regularly with the children of twenty different countries. *IBE — 379.822 — 377.38 (436)*

BELGIUM**Prolongation of
Schooling Envisaged**

The Belgian government has presented to parliament two bills on compulsory schooling and further education. If the bills become law, compulsory education will be extended to the age of fifteen years. The application of the law will require a period of preparation and it is expected that a delay of four years will be necessary to absorb approximately the 40,000 pupils affected by the prolongation. *IBE — 379.61 (493)*

**Measures to Prevent
Overwork**

The bill on compulsory schooling stipulates that in no school shall the time-table for pupils between the ages of twelve and fifteen years exceed 28 weekly hours of courses which are predominately intellectual, and that all pupils should receive a minimum of handicraft training. Homework must not exceed two hours daily or twelve hours a week. *IBE — 371.249 (493)*

Statute on Art Education

Up to the present, art education has had no legal status. A bill recently presented to parliament will change this state of affairs. A statute making local conservatoires and academies and schools of music State institutions has been submitted to the State Council. As a result of a royal decree dated 1st September, 1952, and a ministerial decree dated 23rd December, 1952, a further training committee for art education, as for all other branches of education, has begun to function. *IBE* — 375.7 (493)

BRAZIL**Teacher Training**

Although Brazil was one of the first countries in America to possess a normal school financed by public authorities, the fact that the 52 million inhabitants are scattered over an area of 8,500,000 square kilometres, together with many other factors of an administrative, economic and social nature, is very often a big obstacle in the professional training of primary teachers. This explains why, although in the state of São Paulo all of the teachers in the public schools are certificated, in some of the other states where geographical conditions are less favourable, only about 20% of such teachers are fully qualified. *IBE* — 371.12 (81)

CANADA**University Radio Station**

The university radio station at Queen's University, Kingston (Ontario) has been functioning since 1922 and claims to be the first university broadcasting station in the world. It is housed in the university's electrical and engineering department, and the programmes are run by the drama guild. Students are responsible for building or adapting equipment for their miniature station which thus also provides practical experience in actual broadcasting to script writers, announcers, actors, musicians, and producers. The transmissions include sports commentaries, news concerning the university, gramophone record shows, live music, talks and drama. No advertising is allowed. *IBE* — 371.372 — 378 (71)

Course in School Supervision

In the spring of 1953, fifty representative school inspectors from all parts of Canada took part in a three-week workshop course at the University of Alberta. The course was of particular importance in that it marked the first time that inspectors from all provinces had come together for the consideration and study of administrative practices and problems. *IBE* — 379.31 (71)

CHILE**Centre for Higher Educational Studies**

The Ministry of Education is planning to establish a centre for higher educational studies in collaboration with the university and the primary and secondary experimental schools. This centre will be open to all the countries of Latin America. *IBE* — 371.124 (83)

Secondary Education Secondary education has been brought directly under the jurisdiction of the Ministry of Education. The general directorate of secondary education at the Ministry decides on the curriculum, sets the examinations and authorizes or refuses the passage from one course to another. Private secondary schools receive a grant from the State and must satisfy certain regulations. They must pay their staff according to a salary scale determined by the law, employ a certain number of fully qualified teachers, and furnish the Ministry with the relevant documents. *IBE — 373 — 371.016 (83)*

CHINA

Foreign Students About 500 foreign students were admitted to the Chinese universities and colleges during the autumn of 1953. Some of them are in China thanks to the exchanges provided for in the cultural cooperation agreements, and others are scholarship holders. The majority of them will first of all study Chinese for two years before beginning specialised studies. *IBE — 379.822 (51)*

DENMARK

School Reform Plan Various teachers' organisations have cooperated since the end of the war in drafting a plan for the reform of Danish schools. This plan provides, amongst other things, for: (1) the establishment of an institute of educational research; (2) the reform of the admission examination to secondary schools; (3) the reform of the examination at the end of the junior secondary school; (4) the reorganization of the secondary schools "without examination"; (5) the increase in the number of classes in the rural schools so that the pupils in these districts can continue their studies and sit for the examination at the end of the junior secondary school. *IBE — 371.12 (489)*

**Accelerated Domestic
Science Training**

At the instigation of a women's association, special classes consisting of 18 to 20 three-hour lessons in domestic science have been established. They are intended especially for men and women students in the commercial and technical schools. The students learn the best way of living during their study years, that is to say, how to carry out rapidly their domestic duties, such as the preparation of meals under primitive and uncomfortable conditions, the laundering and mending of clothes, and the reception of friends, etc. The attention of pupils leaving the secondary schools is drawn to these classes. In view of the success which these classes have had since their inauguration, similar classes have been organized for adults in various centres of the country. *IBE — 375.86 (489)*

DOMINICAN REPUBLIC

**Children's Literature
Course**

The Ministry of Education has organized two courses at Ciudad Trujillo and at Santiago on children's literature, dealing with its evolution, its classics, and ways of

interesting children and of increasing their possibilities of reading. These courses, intended for teachers, were given by the general director of libraries. *IBE* — 371.861 (729.3)

ECUADOR

French Made Compulsory The study of French has been made compulsory for all students in Ecuador following the courses of the faculty of philosophy and letters. *IBE* — 375.13 (861)

EGYPT

Education of the Blind A demonstration centre for the rehabilitation of the blind has recently been set up near Cairo, under the auspices of the Egyptian government and with the help of the United Nations Technical Assistance Administration. Experts from other Arab countries will come there for refresher courses in the new methods of teaching the blind. The centre is equipped with classrooms, workshops, dormitories, a Braille printing press and a lending library for the blind. It will also provide textbooks in Braille, not only for the use of the centre, but also for six other Egyptian government schools. *IBE* — 371.911 (62)

College of Nursing During 1954, a college of nursing to serve the whole of the Middle East is to be opened in Alexandria, through the collaboration of the Egyptian Ministry of Health, the medical faculty of the University of Alexandria, and the World Health Organization. Women students will be accepted from all Eastern Mediterranean countries for a four-year course in nursing leading to a B. Sc. degree. On graduating students will be expected to take up senior administrative posts in public health work and as teachers of nursing. At present there is accommodation for sixty students, thirty per cent of the places being reserved for women outside Egypt. *IBE* — 378.6 (62)

FRANCE

Pupils of the Higher Normal School The National Assembly decided on 31st December, 1953, to grant all pupils of the higher normal school a salary equivalent to that of a probationary official. *IBE* — 371.12 (44)

Domestic Science Teaching As from 1953, the diploma awarded to domestic science teachers is to comprise two parts: the first part consisting of general studies includes both written and oral tests. Candidates must be at least 25 years of age, and must possess one or other of the following: the baccalaureate, the higher certificate, the secondary school leaving certificate, or the national school certificate. They must also have been recognised for at least a year as a "family education monitor", and have taught domestic subjects in a public or private school for 600 lesson periods. Regulations for the second part of the diploma are yet to be fixed. *IBE* — 371.192 (44)

Education for Marriage and Maternity

The Lycée Fénelon, in Paris, is trying out an experiment of giving senior girls some "preparatory education for marriage and maternity". The training will take the form of three talks to the pupils of the leaving classes (preparing for the second part of the baccalaureate) and the preparatory classes for the higher schools. A natural science graduate and the school doctor are in charge of the course. A film will be used in illustration. Only those girls who parents have given their written permission will be allowed to attend. *IBE* — 377.25 (44)

University Restaurants

A new university restaurant capable of supplying 7,000 meals daily has recently been inaugurated. The cost of building amounted to 234 millions of francs. The Parisian university restaurants serve on the average 38,000 meals, for which students are asked to make a contribution of 75 francs. *IBE* — 378.9 (44)

Conference of Kindergarten Assistants

The third conference of kindergarten assistants will be held during the month of March, in Paris. The main theme will be "children's activities at the kindergarten", considered under various aspects: the evolution of forms of spontaneous activity at various stages in children's development; the education of psycho-motor activity; the problem of activity during free occupations and during collective exercises. Demonstrations, an exhibition of selected educational equipment, a library, and visits to educational establishments are also contemplated. *IBE* — 372.21 (44)

GERMANY

Secondary School Study Plans

The new plans for secondary school studies, recently drawn up in the majority of the German states, aim at relieving the upper forms by reducing the amount of subject matter to be taught and rendering teaching more elastic. In Hesse, by way of experiment, a nucleus or core of subjects, including religion, German, social science, history, geography, one foreign language, physical education, music, and fine arts, has been made compulsory for all pupils. This nucleus is supplemented by optional courses in which stronger emphasis is placed, according to the pupil's choice, on either foreign languages or mathematics and natural science. Also experimentally, the two uppermost forms (12th and 13th school years) have a two-years' curriculum in common consisting of a compulsory nucleus of subjects (eight hours a week), several main subjects (ten hours a week), and a number of supplementary subjects (ten hours a week). Similar trends are noticeable in the new study plans for Lower Saxony and Schleswig-Holstein. *IBE* — 357.05 — 373 (43)

Schools and the Protection of Nature

In furtherance of Recommendation No. 35 on the teaching of natural science in secondary schools, addressed to the Ministries of Education by the XVth International Conference on Public Education convened jointly by Unesco and the International Bureau of Education, the Conference of Ministers of Educa-

tion of the German Federal Republic has recommended that due regard should be paid in teaching to the protection of nature and care of the countryside. *IBE* — 375.2 (43)

Munich Academy of Fine Arts

The statutes of the Munich Academy of Fine Arts, published on 10th September, 1953, give the latter the rank of an academic type of institution. The purpose of the academy is to train artists in all branches of fine arts, as well as art masters for the upper secondary schools. In addition to the artistic training given, the academy must develop the general culture of its students. This institution, which also constitutes a society for the advancement of the fine arts, is directly dependent on the Ministry of Education. *IBE* — 375.7 — 378 (43)

Anti-alcoholic Teaching

The fourth German conference on anti-alcoholic and anti-narcotic teaching was held at Bielefeld from 12th to 15th October, 1953. The participants, divided into six working groups, voted recommendations concerning the training and further training of teachers and the school campaign against the ill-effects of alcohol and tobacco. *IBE* — 375.833 — 375.834 (43)

HONDURAS

Right to Retirement Pension

According to a decision taken by parliament, teachers in Honduras need now only serve 30 years, instead of 35, before being entitled to a retirement pension. *IBE* — 371.15 (728.3)

HUNGARY

Decorations for Teachers

The Council of Ministers of the Hungarian People's Republic have decided to award the titles of "Eminent Primary Teacher" and "Eminent Secondary Teacher" each year, on the occasion of "Teachers' Day", to teachers who have done outstanding work during the year. Moreover, in addition to various governmental decorations, the best primary and secondary school teachers and professors will be honoured with the titles of "Excellent Public Instruction Worker" and "Excellent Higher Education Worker". *IBE* — 371.15 (439)

ICELAND

Schools and Reforestation

The Icelandic parliament has approved a bill authorizing compulsory work by schoolchildren on reforestation. Pending the coming into force of the new law, many schools have done much voluntary work in developing the forestry resources of Iceland. *IBE* — 377.221 (491)

Church and University

According to the Icelandic constitution, the Lutheran Evangelical Church is the national church, and as such it is supported by the State. Persons who do not belong to the Icelandic National Church, nor to any other recognised religion, are required to

pay to the University of Iceland, or to a specially designated fund to which they belong, the contributions which they would otherwise have to pay to the church. *IBE* — 379.32 — 378 (491)

INDIA

Recommendations of the Secondary Education Commission

The Secondary Education Commission (see Bulletin No. 108) has recently published its report which is now awaiting consideration by the central and states governments and by various public organizations and bodies before any of its recommendations can be implemented. Taking an over-all picture of the needs, the commission recommends that the period of education subsequent to the primary stage should be seven years, three years being devoted to the middle school or senior basic stage and four years to the higher secondary school stage. At the higher secondary stage, diversified courses have been recommended and the opening of at least a few multi-purpose schools. The importance of agricultural schools, technical schools, and schools of commerce besides the usual types of studies has been emphasised, and the re-orientation of the objectives of the rural schools and their impact on rural life clearly defined. Among other points stressed are the importance of physical education, the care of health, the promotion of habits of community life, the development of the creative faculties and the taste for art and training in crafts. *IBE* — 373 (54)

Students' Practical Community Work

In drawing up its first five-year development plan, the Planning Commission in India set aside certain funds for organizing youth camps where young men from schools and colleges could be employed on useful community work during their holidays, working under trained engineers or officials of the public works department. During the summer of 1953, a number of such camps were opened in Orissa, West Bengal, Delhi, Uttar Pradesh, and Bhopal. Among the projects undertaken by the students were the construction of a school and of a road, the clearance of choked-up wells and drains, etc. *IBE* — 371.387 (54)

Social Security for Students

With money from a universal fund provided by the World University Service, a medical committee was set up at Calcutta, about a year ago, to come to the aid of the 75,000 students in this town for whom no social security existed. Medical equipment has already been bought with the money and at the present time the committee administers some thirty free medical consultation centres. *IBE* — 378.96 (54)

INDONESIA

Compulsory Education

It is planned to introduce compulsory education throughout Indonesia in 1961. Among the measures taken with a view to making this possible is the transfer of the administration of primary schools to the provincial and local authorities. *IBE* — 379.61 (92)

Instructors for Adults In eastern Java, some 13,048 men and women instructors were trained during the past year to participate in the country's literacy campaign. In addition, 1,072 women instructors were specially trained for the campaign for girls' education, and 498 advisers have finished their special courses in handicrafts and domestic studies which are part of this campaign. *IBE* — 379.635 (92)

ISRAEL

New University Under the sponsorship of Mizrachi, a Zionist group in the United States, a new university is to be opened in Israel in 1954, the aim of which is to train men and women for all walks of life, but primarily for government service, teaching and research work. There will be four main fields of studies: Jewish studies, natural science, social science, and general humanities. Instruction will be in Hebrew, and religious instruction will be given to Jewish students, but non-Jews will be admitted to the other branches of study. It is hoped that the enrolment will reach 600 in four years' time. *IBE* — 378 (569)

ITALY

School Building During the school year 1952-1953, the Ministry of Education in Italy set up a "central school building service" to inquire into the present condition of school buildings and to prepare a plan to accelerate the construction of new buildings. The inquiry undertaken by the service was completed in April 1952 and a report was published by the Ministry of Education in an illustrated volume under the title of "School Buildings". *IBE* — 371.6 (45)

Activity Classes Through the initiative of the National Didactic Centre for Secondary Schools, a certain number of experimental "activity" classes were established in the school year 1952-1953 in the intermediate schools and schools for vocational training, with pupils of 11 to 14 years. This experiment is a free experiment in which the teachers take part voluntarily, and of which the results will be published from time to time in the journal "The Secondary School and its Problems". The development of the initiative was controlled by a group of "visitors" who went to each of the classes concerned and collected the teachers' observations and discussed new work plans. *IBE* — 371.43 — 370.7 (45)

Vocational Training The "vocational centres" recently established represent a new type of modern school for the training of young people in various branches of vocational activity. The centres are based on the principle of allowing great liberty in organization and time-tables; even the teaching methods are new in that the general culture subjects are directly linked with, and inspired by, the school's vocational activities. Attendance at these schools may be periodic or seasonal. *IBE* — 373.5 (45)

Children's Literature An "Italian information service for international children's literature" has recently been established at Florence (Palazzo Arte della Lana). The purpose of the new service is: (a) to make known

to Italian and foreign publishers the best Italian books written for children ; (b) through research and statistics, to study children's and adolescents' tastes in literature ; (c) to establish direct contact with experts in international children's literature ; (d) to promote the establishment of children's libraries ; (e) to organize courses, meetings and inquiries ; (f) to prepare bibliographies on children's literature ; (g) to organize an examination service of manuscripts. *IBE — 371.861 (45)*

LEBANON

Administrative Decentralization

During the recent administrative reorganization, a national education service was set up in each province of Lebanon. This service is responsible for the administrative control of primary teachers, the organization of certificate, *brevet* and baccalaureate examinations in the provincial capital, and the regulation of questions concerning school buildings in agreement with the local authorities. *IBE — 379 (568)*

Rural and Urban Teachers

No primary teacher in Lebanon may be appointed to a town school unless he has previously taught for three years in a rural district. Moreover, to be eligible for a transfer, a teacher must have occupied the same post for three years, except in very special cases. *IBE — 371.15 (568)*

LUXEMBURG

Education for Family Relationships

The Ministry of National Education has established eight family education centres. These centres admit girls who have reached the age of sixteen years and train them for marriage and family life. The duration of the course varies between six weeks and three months, and its programme includes lectures and talks on psychological, financial, legal, health, religious and moral problems of family life, given by specialists (doctors, lawyers, professors, teachers, etc.). *IBE — 377.25 (4359)*

MEXICO

School Agricultural Plots

The Ministry of Education is studying the recommendations drafted by the National Commission on Primary Education concerning agricultural plots for schools. It is felt that such plots would be a valuable help in the campaign for the development of national agriculture being undertaken by the federal government. *IBE — 371.388 (72)*

Literacy Campaign

In his message to parliament, the President of the Republic stated that, in spite of the existence of 10,710 literacy centres attended by 326,412 pupils, it was necessary to make a new effort in the campaign against illiteracy which was initiated in 1944. The President asked for the personal contribution and the economic cooperation of members of the community ; he also insisted on the necessity of increasing the number of cultural missions which, at the present time, amount to 41 units. *IBE — 379.635 (72)*

Frontier Schools

The Federal Ministry of Education has authorized the administration committee for the federal programme of school buildings to erect a number of schools in districts along the northern frontier of the country, so that children living in these districts shall not be obliged to attend schools in the neighbouring country. *IBE* — 371.6 (72)

Inexpensive Books

The Association of Universities and Institutes of Higher Education in Mexico proposes to undertake a campaign to lower the price of books for general culture, by publishing a series of works selected for the purpose at a price varying between 2 and 3 pesos. *IBE* — 374 (72)

NETHERLANDS

University Autonomy

A bill regulating university education was recently presented to the second chamber of the States-General. The chief modifications contemplated are as follows: (a) university education should not only provide training for independent scientific research, it should also promote a sense of social responsibility and lead to a harmonious development of the personality; (b) a higher academic council will coordinate the activity of the ten universities and institutions of university rank and promote their cooperation; (c) greater independence will be granted to the State universities with regard to finance and the appointment of the teaching personnel; (d) the present form of direction of the State universities will be considerably altered permitting better coordination between the college, the curators and the teaching personnel. *IBE* — 378 — 379.91 (492)

Folk High Schools

The Dutch high school movement has developed a character of its own, the outcome of conditions peculiar to the Netherlands. There are at present seven folk high schools in the country, at all of which some form of practical work in and around the house is expected of the students. The standard course lasts about a fortnight and is always social in character, whatever the main theme may be. During the summer months short specialized courses are arranged, students attending from all over the country and paying a small fee amounting to about a third of the cost of their board and lodging. In some respects the Dutch folk high schools resemble the recent residential colleges for adults in England. *IBE* — 374.7 (492)

NEW ZEALAND

Teacher Shortage

In his report for the year 1952, the chief inspector of primary schools in New Zealand states that some 8,330 teachers were needed to staff the primary and intermediate schools throughout the country. As a result of the rapid expansion of the school population, the numbers required would increase year by year to an estimated 9,480 in 1955, and to 10,730 in 1960. The problem of recruiting enough teachers to satisfy this increasing demand remained acute, despite an annual output of about 275 teachers from the special two-year training scheme

in addition to the 1,100 from the ordinary three-year course. Therefore the continuance of the special scheme for at least another year (i.e. during 1953) appeared to be necessary. *IBE — 371.1 (931)*

**Further Training
of Teachers**

Being firmly convinced of the importance of the further development of schemes of in-service training for teachers, the Department of Education has arranged to retain the services of the recently retired chief inspector of primary schools so that he may devote his whole attention to this work. One teachers' college has conducted well-attended evening classes for teachers in social studies, infant work, music and clay modelling. *IBE — 371.13 (931)*

**For Parents of
Handicapped Children**

Realizing the importance of the parents' attitude towards the education of intellectually handicapped children, the Department of Education's Correspondence School has prepared a home-training course for parents of such children. *IBE — 371.92 (931)*

NORWAY

Teacher Shortage

Norway, like so many other countries, is faced with a serious shortage of teachers at a time when a record number of children have enrolled in the schools. To help relieve the shortage, the Ministry of Education has broadcast an appeal to retired teachers to go back to teaching. It is not lack of candidates for the teaching profession that is the chief difficulty in this country, but lack of accommodation in the training colleges, of which there are eight permanent institutions and four emergency training schools. Of the 1,200 men and women who applied for admission to training colleges at the beginning of the academic year 1953-1954, only 930 could be accepted. *IBE — 371.1 (481)*

**Students and
Popular Education**

Members of the Students' Association in Oslo decided to organize a series of evening classes, beginning in the autumn of 1953, to be taught by themselves. The classes have attracted a very large number of members. *IBE — 378.96 (481)*

PAKISTAN

Primary Education

The government of the Punjab has embarked upon a five-year scheme for the expansion of vernacular education which provides for the addition of 1,200 primary schools (800 for boys and 400 for girls). Under this scheme, 900 primary schools were opened in the rural areas of this province during 1953 and 300 will be added during the current school year. *IBE — 372.22 (549)*

**Development of
Secondary Education**

In the Punjab, in March 1952, there were 1,720 middle schools and 316 high schools. Plans for the next three years include a number of higher secondary schools, a type of institution between a high school and a degree granting college, and the opening of 30 middle schools and one technical high school. In Sind, during the school year 1952-1953, the number of secondary schools increased from 19 to 21, and more divisions were opened in existing

schools. Three middle schools and 2 high schools were opened in the rural areas of Baluchistan, and 4 primary schools were raised to lower middle schools. There was an increase of about 40% in the number of secondary schools in the federal area of Karachi, with an enrolment of 21,455 pupils. *IBE* — 373 (549)

**Technical Education
Developments**

A report reviewing educational progress in Pakistan during the past six years, i.e. since the country became independent, and published by the office of the High Commissioner for Pakistan in London, states that plans are being drawn up for founding a polytechnic. A new engineering college has been opened at Peshawar, in addition to those at Karachi, Lahore, and Dacca. Modern equipment has been installed at the college in Dacca, which has also increased the number of its courses. In this town also three technological institutions have been established to meet the demands of the textile, leather, and pottery industries. *IBE* — 373.54 — 378.61 (549)

PARAGUAY

**Argentine Teachers
Allowed to Teach
in Paraguay**

A decree has recently been signed according to which the Argentine primary and secondary teachers' diplomas will be regarded as equivalent to the similar diplomas issued in Paraguay, and the schools in Paraguay will be open to Argentine teachers. The same decree provides for measures to be taken to facilitate the exchange of publications between the two countries. *IBE* — 379.824 (89)

PERSIA

**Permeability of the Ranks
of Primary and Secondary
School Teachers**

A recent law authorizes primary teachers with the primary normal school diploma to sit for the examination of the higher normal school. Those passing this examination will enjoy the conditions of service of secondary teachers. Reciprocally, the same law authorizes persons possessing secondary education diplomas to sit for the primary normal school examination in teaching subjects, and if successful they are then entitled to enter the official cadre of primary teachers. *IBE* — 371.12 (55)

PERU

"Large School Units"

Secondary school establishments, known as *grandes unidades escolares*, have been founded in Peru having much the same function in secondary education as the *núcleos escolares campesinos* (rural school centres) have in primary education. First established experimentally in 1949, these secondary schools comprise, in addition to the 1st primary classes, a multilateral secondary course: academic, commercial, industrial, and sometimes agricultural. One of the characteristics of these *grandes unidades escolares* is that, in the name of the Ministry of Education, they exercise jurisdiction over the private schools in the zone in which they are situated. *IBE* — 379.43 (85)

Teachers' Day

More and more countries are seeking to pay homage to teachers by setting aside a special day to stress the importance of the task assigned to them. A recent decree has fixed 6th July for the annual celebration of "Teachers' Day" in Peru. This date was chosen as being the anniversary of the ordinance establishing the first Peruvian normal school in 1822. *IBE — 371.15 (85)*

**Institute of
Matrimonial Guidance**

Since 1952, an institute for matrimonial and family guidance for girls has been functioning at Lima. The courses, which are both theoretic and practical and include general psychology, character study, sociology, biology, housecraft organization and administration, cookery and dietetics, the education of young children, child study, marital relations, etc., last for one year. A kindergarten is attached to the institute so that the girls may have practical experience with children. *IBE — 377.25 (85)*

POLAND**Sight Conservation School**

Established by a special committee composed of representatives of the Ministries of Education and Health, Warsaw's new "Sight Conservation School" is among the first of its kind in Poland. All Warsaw primary schools are instructed to send there any pupils who complain of poor eyesight. Eye specialists from the Central Eye Clinic visit the school regularly. The pupils are taught practical skills like typing, etc. *IBE — 371.911 (438)*

PORTUGAL**National Campaign
of Popular Education**

The national campaign of popular education, which began in January, 1953, and is to be prolonged until December, 1954, has aroused great interest. Apart from the teaching of reading and writing to adults, the plan includes the rudiments of ethics and civics, corporative organization, social welfare, safety measures at work, hygiene, agriculture, etc. Many commercial and industrial concerns are also collaborating in this campaign. They have organized at their own expense as many as 3,613 courses which have been attended by nearly 100,000 adults. *IBE — 379.635 — 370.9 (469)*

SPAIN**Vocational Education
at Secondary Level**

On 3rd November, 1953, a regulation applicable to the "intermediate and vocational centres" was published. The aim of these centres is stated to be: (a) to enable the greatest possible number of pupils to benefit by intermediate education, to initiate such pupils to the practice of modern techniques and to train them for the vocational type of baccalaureate, to facilitate the access of intellectually gifted pupils to more advanced studies; (b) to organize cultural extension courses for producers prevented from following courses regularly; (c) to cooperate in the cultural and technical development of the country through publications, series of lectures, travelling professorships, radio broadcasts, etc. *IBE — 373.19 — 374 (46)*

University Equivalence By a decree of 2nd November, 1953, a period of two years' teaching experience in a public centre of higher education abroad is to be considered as equivalent to a similar period of teaching in a Spanish institution. This preliminary period of teaching or of research is required of all candidates for the competition for appointment to university professorships. *IBE* — 378.25 (46)

Ecclesiastical Studies and the Baccalaureate In a pastoral letter, the Cardinal Archbishop of Tarragona points out that it would be to the advantage of the seminars where the clergy are trained, to adopt the curriculum of the official baccalaureate, in so far as the teaching of the humanities is concerned, so that students in such seminars may obtain the elementary diploma at the end of four years' study, or, if possible, the higher diploma. He also recommends the study of French and English, drawing, gymnastics, etc. *IBE* — 373.105 — 373 (46)

Christmas Nativity Scene Competition A competition for which many prizes were awarded was organized among the schools and colleges of Madrid which installed a nativity scene during the Christmas festivities. From the educational point of view, the construction of such scenes by the pupils constitutes not only a suggestive illustration of the mystery of the Nativity, but also a centre of interest in which manual activity is as important as creative imagination and artistic sense. *IBE* — 371.381 (46)

SWITZERLAND

Teacher Training Seventeen Swiss cantons train their own teachers; eight others entrust this task to neighbouring cantons. In three cantons, namely, Basel, Geneva and Neuchâtel, candidates for primary school teaching must have passed the *maturité* or baccalaureate examination before undertaking professional studies properly so-called. Primary teachers in nine of the cantons are trained in four-year normal schools. In the other five cantons, the normal school course lasts for five years. *IBE* — 371.12 (494)

Teachers' Salaries Salary scales for teachers in Switzerland vary according to the cantons. Compared with those of other countries, there is a relatively smaller difference between the minimum and the maximum salary. At the beginning of 1953, the salary scale was highest in Basel-Town where, exclusive of family and children's allowances, primary teachers were receiving annual salaries of between 10,437 and 15,043 francs. *IBE* — 371.15 (494)

Emergency Training of Teachers In the canton of Vaud, the daily press has launched an appeal to students who have matriculated to offer themselves for a year's special training at the normal school, at the end of which they will be granted a provisional primary teacher's certificate. This certificate will be permanently endorsed only after two years of teaching practice during which the holder must attend

refresher courses. Such emergency trained teachers must undertake to teach for at least three years in one of the canton's public schools. *IBE* — 371.12 (494)

A Film Played by Deaf-and-Dumb Children During the end of the school year activities in 1953, the Swiss Television Service and the Flemish Television showed a film mimed by the deaf-and dumb children from the Cantonal Institute at Zurich-Wallishofen. The film was written around a "Nativity" theme and was accompanied by ancient music played by the Guild of Bamboo Recorders. The miming and the expressions of the young actors were truly remarkable. *IBE* — 371.912 (494)

THAILAND

New Taxes for Education In order to raise a special fund for the benefit of the Ministries of Education and Public Health, the government has imposed a surcharge stamp on liquor, cigarettes and public documents. More than sixteen million bahts have been allocated from this fund to the Ministry of Education for the construction and improvement of school buildings and teachers' residences. *IBE* — 379.32 (593)

Fundamental Education Centre In cooperation with Unesco, the government of Thailand has agreed to set up a fundamental education centre at Ubol, in the north-west of the country. This establishment will direct a series of social and economic studies with a view to analysing regional or national problems connected with fundamental education. The centre will also train specialist instructors, and produce textbooks, posters, filmstrips, and any other equipment necessary for teaching adults. *IBE* — 370.9 (593)

UNION OF SOUTH AFRICA]

Central Control for African Schools The Minister for Native Affairs in the Union of South Africa has introduced legislation into the Union Parliament which would have the effect of making the South African government responsible, as a matter of national policy, for the education of Africans. Since the Union was founded 44 years ago, African education has been in the hands of the provincial governments; the proposed measure will therefore be a complete departure from the present system. Mission schools will receive no grant from the State unless they are approved by the Minister, who will have the power to proclaim that all non-government schools for Africans must be registered. No registration will be authorized unless the Minister considers that the school is being run in the interests of the Africans. *IBE* — 371.98 (68)

UNITED KINGDOM

Educational Survey Beginning in February, 1954, the National Foundation for Educational Research is to undertake a survey among sixty primary schools in Kent, with children between the ages of five

and eleven, as part of a long-term programme which may take six or seven years to complete. One of the chief aims of the survey will be to "try to discover the circumstances in which children progress most satisfactorily". It will thus aid in assessing the rival claims of "progressive" methods of education and the more orthodox disciplinary methods. The survey will seek to find out whether there is any difference in the educational attainments of the child who goes to school in a seaside town, a farming community, an industrial zone or a residential suburb. Other factors which may be taken into account are the time of the year in which a child is born, the general social character of its home district, and the means it uses to travel to and from school. Size of classes, timetables, co-education and equipment will also be examined. *IBE — 37 P (42)*

**Locomotive Works
Training School**

On 22nd September, 1953, the foundation stone of a locomotive training school was laid at Crewe. The new school, when complete, will take boys at the age of 15 years and give them a year's introduction to apprenticeship. Instruction will be both general and particular; two-thirds of it will be practical, providing for nearly a score of skilled trades required in the locomotive works. The one-third theoretical part will include the geography, history, and administration of the railways. *IBE — 373.54 (42)*

**Proposals for Longer
Teaching Service**

A proposal by the Minister of Education for England and Wales for the later retirement of teachers to help meet the teacher shortage has been considered by a working party representing both local education authorities and teachers. The scheme, if put into operation, would extend the age limit to 70 and would count up to 45 years for pension entitlement. The lowest pensionable retiring age at present is 60 years. A teacher can, however, be kept on to 65 or beyond, but pensionable service ceases at 65 and 40 years' service is the maximum period ranking for pension. *IBE — 371.15 (42)*

**School Buildings
Campaign**

The National Union of Teachers (England and Wales) has decided to launch a nation-wide campaign for better school buildings and smaller classes. As a first step, the NUT has sent an open letter to parents headed "This Affects Your Child". In this it urges parents to find out the position in their own area with regard to school buildings and classroom space, to question local councillors about the matter, and to inform their local members of parliament. *IBE — 371.6 (42)*

**Children Build School
Bungalow**

Boys and girls of the John Hampden School, New Barnet, Herts, had the satisfaction of seeing the results of the first stage of their four-year project when the bungalow they had designed, furnished, and decorated, under the supervision of members of the staff, was formally opened early in October, 1953. The bungalow, which is intended mainly as a centre for the training of the senior girls in "all the varying aspects of housecraft", has been built in the outer shell of a disused woodwork shop. It now houses instead six rooms—kitchen, sitting room with dining alcove, bedroom, study-

bedroom, nursery, and bathroom—and has in addition a hall-corridor with a wall of glass bricks. With the exception of the drainage and the original water supply, all the work was done by the school. Furniture and decoration are in modern style, and most of the curtains were designed and printed at the school. *IBE* — 375.91 — 375.86 (42)

UNITED STATES

Teachers' Opinions

Teachers in Los Angeles state schools have recently had an opportunity of voicing their opinions of their work and conditions in the schools through a survey conducted by Science Research Associates of Chicago, an independent commercial survey organization. The administration came in for a good deal of criticism in many cases though most of the city's 16,000 teachers reported personal satisfaction in teaching and in the operation of the school system. It is interesting to note that while general satisfaction was expressed with salaries in general, teaching assignments and curricula, staff cooperation and treatment by superiors, community interest and helpfulness, etc., there was considerable dissatisfaction with the arrangements for retirement pensions and sick leave. The majority also felt dissatisfied with the assistance available for handling disciplinary cases, with the guidance given to pupils and the amount of time allowed for remedial work, and also with interruptions to classroom time. *IBE* — 371.15 — 37 P (73)

Future Teachers of America Clubs

In some parts of the United States "Future Teachers of America Clubs" have been instituted in schools to interest senior children in teaching. In this way it is hoped to remedy the shortage of teachers by interesting and recruiting the best available talent, much on the lines of the Young Farmers Clubs. The new clubs are jointly organized by the public authorities and the teachers. *IBE* — 371.11 (73)

Encouraging International Understanding

With the idea of promoting cordial and intelligent relations with members of foreign countries, a movement has been launched in the United States, known as the One World Seminar for Schools, with headquarters in New York City. When any school shows interest in the movement, the director arranges for a seminar to be conducted there, inviting four or five official representatives of foreign countries to come and talk for about half-an-hour to a group of 25 to 35 students. *IBE* — 377.385 (73)

U.S.S.R.

Teacher Training by Correspondence

The Ministry of Education decided in 1953 to establish new sections for instruction by correspondence in connection with 17 educational institutes, thus bringing to 89 the number of such sections, and to 56,000 the number of students enrolled in the courses. Another 17 sections for study by correspondence were opened in connection with the foreign languages faculties, and six

faculties for physical education and sports introduced instruction by correspondence beginning with the school year 1953-1954. *IBE* — 371.12 — 374.4 (47)

Leningrad Institute of Pediatrics

The Leningrad Institute of Pediatrics is attended by research workers in pediatrics and by 2,000 students of medicine and child psychology. The medical students can either spend a year there after finishing their studies in general medicine, or they can specialize in the study of pediatrics for five years at the Institute and then spend only one year on general medicine. During the last year, the future child specialists have a very thorough psychological training. The Institute has an out-patient department, a nursery for child orphans and a model service for premature babies. *IBE* — 136.7 — 362.7 (47)

Examinations and School Guidance

As from the age of eleven years, schoolchildren have each year to take an examination extending over a month. During the last year of primary studies, specialists in all the different branches frequently visit the schools to talk about their work. Moreover, on the "open doors day", which is held each year, the pupils may ask to visit an institute, a factory, a university, etc., to find out for themselves about the various vocations. *IBE* — 371.262 — 377.922 (47)

Honour for Service

In recognition of thirty years' long and irreproachable service, teachers in the U.S.S.R. receive the honour of the "Order of Lenin". For exceptional distinction the title of "Honoured Teacher" is awarded. These honours are conferred by decision of the Presidium of the Supreme Soviet of the Union Republic. *IBE* — 371.15 (47)

URUGUAY

Teacher Authors

"Teachers' Day" in Montevideo was the occasion for the first exhibition to be held of scientific and literary works written by primary teachers. This exhibition made it possible to show how Uruguayan educationists have shared in the various manifestations of the cultural life of the country, since the establishment of the national school until the present time. *IBE* — 371.16 (391)

VIETNAM

Secondary Education

Secondary education in Vietnam covers a period of seven years (from the 7th to the 1st class). During the first four years there is a choice of two sections, A and B. Section A, or the classical section, reserves a predominate place to the study of the national classical language and to Chinese characters; Section B includes the study of two modern foreign languages. At the end of the fourth year, those pupils who wish may sit for the examination for the "certificate of the lower secondary school". Specialization begins with the second or upper stage,

and the choice of four sections is open to the pupils : (a) classical studies ; (b) modern languages ; (c) science A (experimental sciences) ; (d) science B (mathematics). *IBE* — 373 (596.1)

YUGOSLAVIA

Administrative Decentralisation

According to the new Yugoslav constitution, each of the federated republics, through its Council for Education, Science and Culture, has complete independence in the administration of all its educational, scientific and cultural institutions. Only coordination and general legislation remains in the hands of the federal authorities, which do not possess any central administrative organs in this field. However, a committee of six, and also a secretariat of education, have been established within the federal executive council of the Federal people's assembly. *IBE* — 379.3 (4971)

Instruction in Methods to Future Teachers

In Macedonia, certain modifications have been made to the curriculum of the normal schools. Instruction in teaching methods for primary school subjects is no longer given by the master of method but by the teachers for each of the different subjects. *IBE* — 371.12 (4971)

Advice for Parents

Educationists, psychologists, doctors, lawyers, and social workers all contribute voluntarily in the work of the Educational Advice Bureau recently established at Marigor (Slovenia) in order to come to the help of parents who are up against difficulties in the education of their children. The difficult children are examined and, where necessary, educational measures are taken by the Bureau. *IBE* — 377.91 (4971)

INTERNATIONAL EDUCATIONAL ACTIVITY

The Joint Committee and the Status of Teachers

At its 17th session, which was held in Paris on 20th December, 1953, the Joint Committee of International Teachers' Federations noted with satisfaction that several articles of the recommendations of the XVIth International Conference on Public Education relative to the status and training of primary teachers were obviously inspired by the work of the committee. The delegates of the federations expressed a wish that the committee should utilise these recommendations by comparing them with the actual situation of teachers in the various countries, in defending the moral and material interests of teachers throughout the world. *IBE* — 371.18 — 371.15

Council of Europe Fellowships

Council of Europe Fellowships were awarded for the first time in 1953, and similar awards are to be made for 1954 and each subsequent year. Each Fellowship has a maximum value of 500,000 French francs (£500). The only stipulations made are that candidates shall be nationals of a member State of the Council, undertake to submit a report on their work in one of the official

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languages (French and English), and publicize their findings by all means at their disposal. Applications for a fellowship may be made to the candidate's respective Foreign Office. *IBE* — 379.67 — 375.825

"European" School

A short time ago a "European" school was opened in the town of Luxemburg, intended chiefly for the children of foreign officials resident in the town. The teaching staff is composed of Belgian, French, Dutch, Italian and German teachers. At present, the school consists of the six primary classes only, but a secondary section will be added later. Apart from the teaching given to the various linguistic groups, there are a certain number of general courses common to all the pupils. *IBE* — 379.821

**International Competition
for a Children's
Recreational Film**

On the initiative of the International Children's Centre and with the collaboration of the University of Paris Institute of Filmology, an international competition has been organized for the best recreational film for children. The 87 films offered, from 16 different countries, have been examined by a working party and 50 of them short listed. Since the beginning of October, 1953, these films have been submitted to an audience of two groups of girls and two groups of boys, in the neighbourhood of Paris, and prizes will be awarded according to their votes. The children were divided into two age groups: from 7 to 9 years, and from 10 to 12 years. A certain number of films truly characteristic of the French children's reactions, and especially the prize-winning films, will be submitted to children in other countries. *IBE* — 371.864

European "Schools Day"

The committee responsible for the European "Schools Day" is organizing a competition among schoolchildren for the end of March, intended to make them think about the problems of European Union and the spirit in which it should be carried out. The competition consists of the development of a theme; prizes, including foreign tours, will be awarded. This year it will be international in character with participants from France, Belgium, the Netherlands, Germany, the Sarre, Italy, and Luxemburg. A national classification will precede an international classification by a committee representative of all the participants. *IBE* — 377.38

**Scandinavian School
Gatherings**

"School and Society" was the main theme of the 1953 *Nordiske Scholemöte*, which met in Oslo, and which was attended by over 3,000 teachers from all types of schools in Norway, Sweden, Denmark, Finland, Iceland and the Faeroes. Normally such a gathering is held every five years to give teachers from these Scandinavian countries, particularly those in the very sparsely populated districts in the north, an opportunity to discuss problems and difficulties common to all Scandinavia. In connection with the main theme, several general and specific questions were dealt with, such as the position of the folk high schools today, leisure, the place of the kindergarten, poetry in schools, recruitment for teachers' training schools, etc. *IBE* — 371.18

International Federation of University Women

The 11th conference of the International Federation of University Women, which met in London, was attended by about 750 membres from 28 different countries for discussion on the theme "Human Values in the Technical World". Members of the Federation were urged to consider plans for a wider recruitment of teachers and to support the Unesco campaign for mass education. *IBE — 376.1 — 37 N*

Home Economics Teaching

Participants of the 8th International Congress of Home Economics, at the end of their meeting in Edinburgh, formulated a number of recommendations concerning the training of domestic science teachers in the different countries, the utilisation of activity methods in teaching home economics, the attitude of women in the home, the international aspects of home economics teaching, the careers open on completion of training, domestic courses for adults, etc. *IBE — 373.55*

World Conference on Medical Education

The first World Conference on Medical Education, organized by the World Medical Association, gathered together in London about 600 delegates from some forty countries. "Undergraduate Medical Examination" was the general theme of the conference. In addition to the plenary meetings, there were group discussions on "requirements for entry into medical schools", "aims and content of the medical curriculum", "techniques and methods of medical education", and "preventive and social medicine". *IBE — 378 — 37 N*

Union of Latin-American Universities

From 23rd November to 4th December, 1953, the second conference and first general assembly of the Union of Latin-American Universities was held at Santiago in Chile. The agenda included such topics as the status of students within the framework of the Charter of Latin-American Universities. *IBE — 378 — 37 N*

Study Courses on Children's Communities

The International Federation of Children's Communities set aside the 20th to 24th February, 1953, for study courses to be held at Boulouris (France). Two themes were discussed: (1) children's communities as a solution of the world problem of homeless children; (2) apprenticeship to democracy in children's communities (problems of national and international citizenship and of apprenticeship to human rights in a community). *IBE — 371.44*

Child Psychiatry Congress

The International Congress on Child Psychiatry to be held at the University of Toronto, from 12th to 14th August, 1954, will have as its main theme the "Emotional Problems of Children under Six". It will be open to psychiatrists and others working with or concerned about the emotional problems of children, and will provide an international forum for the exchange of ideas regarding the etiology, prevention and treatment of emotional problems in young people. The conference is being organized by the International Association for Child Psychiatry (186 Clinton Avenue, Newark 5, New Jersey, U.S.A.). *IBE — 616.89 — 37 N*

Mental Health

The 5th International Congress on Mental Health will be held at Toronto, from 14th to 21st August, 1954, immediately following the Congress on Child Psychiatry. "Mental Health in Public Affairs" is the theme chosen. Further information can be obtained from the congress office at 111 St. George Street, Toronto, Ontario, Canada. *IBE — 613.86 — 37 N*

International Student Conference

Representatives of some forty countries took part in the work of the 4th International Student Conference, which was held at Istanbul, Turkey. At a previous meeting at Leiden, Netherlands, in 1952, a Coordinating Secretariat (Cosec) was set up. This non-policy-making body serves to coordinate the activities of participating national unions and thus acts as an administrative bridge between the conferences. *IBE — 378.8 — 37 N*

Franco-Luxemburg Cultural Agreement

The cultural agreement signed on 8th February, 1954, between Luxemburg and France, which replaces the former cultural convention of 20th April, 1932, makes provision for the reciprocal award of scholarships, the establishment of equivalence of diplomas, and the exchange of students and teachers, among other things. *IBE — 379.824*

Equivalence of Diplomas

The Ministry of Education in Argentina has decreed that holders of the Spanish baccalaureate may be admitted to higher education establishments in Argentina on presentation of their endorsed Spanish diploma to the Argentine Embassy in Madrid. *IBE — 378.25*

XVIIIth International Conference on Public Education

The Unesco-IBE Joint Committee has decided, as in previous years, to invite the governments to participate in the XVIIIth International Conference on Public Education to be held in Geneva from 5th to 13th July, 1954. The agenda will include: (1) the training of secondary school teachers; (2) the status of secondary school teachers; (3) summary reports from the Ministries of Education on educational progress during 1953-1954. *IBE — 37 N*

II. BIBLIOGRAPHY

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FENICHEL, Otto. *La théorie psychanalytique des névroses*. Tome I. Introduction — Le développement mental — Les névroses traumatiques et les psychonévroses. Translated from the English by Messrs. Schlumberger, C. Pidoux, M. Cohen and M. Fain. Paris, Presses universitaires de France, 1953. $9\frac{1}{4} \times 5\frac{1}{2}$ ins. 392 pp. Fr.fr. 1,200. — A summary of the mechanisms affecting mental development, traumatic neurosis, the neurotic conflict and the formation of symptoms, in the light of the psycho-analytic theory, followed by a description of the various clinical forms of neurosis. (IBE)

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136.7 CHILD PSYCHOLOGY — 376.5 EARLY CHILDHOOD

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37 E REFERENCE BOOKS — 378 HIGHER EDUCATION

Index generalis. Dix-neuvième année 1952-1953. Annuaire général des universités et des grandes écoles, etc., dirigé par S. de Montessus de Ballorde.

Paris, Dunod, 1953. $9\frac{1}{4} \times 7\frac{1}{4}$ ins. 1,673 & 55 pp. Supplement. (bound), Fr.frs. 128.25. — A new edition, and the first to be published since 1939, of the *Index generalis*, extensively revised and brought up to date, with information under the following six headings: (1) universities and large educational establishments; (2) observatories; (3) libraries and archives; (4) scientific institutes and research centres; (5) academies and learned societies; (6) tables facilitating the handling of the volume and its use as a source of reference. Under the first four headings the establishments are grouped by countries, and the latter are classified in alphabetical order of the original names. An English edition has also been published. (IBE)

37 E DICTIONARIES OF EDUCATION

Lexikon der Pädagogik. II. Band. Festfeier — Klug. Freiburg, Verlag Herder, 1953. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. xx & 1,240 pp. (bound) DM 64; Sw.frs. 74.35. — The second volume of the Dictionary of Education, the chief articles of which—in alphabetical order in German—deal with women's education, remedial pedagogy, youth movements, child welfare, family education, higher education, etc. As in the first volume, there is a noticeable constant anxiety for objectivity confronting materialistic, naturalistic and totalitarian educational movements on the one hand, and liberal, rational, and opportunist trends on the other hand. (IBE)

37 E TREATISES ON EDUCATION — 37 B HISTORY OF EDUCATION

Goncarov, N. K. **Zaklady Pedagogiky.** Bratislava, Statne Nakladatel'stvo, 1950. $9\frac{1}{2} \times 6\frac{3}{4}$ ins. 409 pp. Bibliogr. (Kniznica Statneho Pedagogického Ustavu v Bratislave, Svazok 4). — Treatise on education translated from the Russian, the main chapters being devoted to the relationship between education and politics, philosophy and history of education, and also to Soviet education and teaching methods. (IBE)

37 G (494) YEARBOOKS — 37 A (494) EDUCATION IN SWITZERLAND

Etudes pédagogiques 1953. Annuaire de l'Instruction publique en Suisse, publié sous les auspices de la Conférence intercantonale des chefs de départements de l'Instruction publique de la Suisse romande, avec l'appui de la Confédération, par Georges Chevallaz. Lausanne, Payot, 9×6 ins. 144 pp. Bibliogr. — Apart from the chronicle of matters affecting Swiss education and the analysis of educational books in the French language published in Switzerland during 1953, the present volume contains several studies dealing with such subjects as the teacher's role (E. Marry), new methods and discipline (Ad. Ischer), classical humanism (P. Esseiva), the value of scientific teaching (R. Luthi), and left-handed pupils (J. D. Perret). (IBE)

37 P (82) EDUCATIONAL RESEARCH (ARGENTINA)

Anales del Instituto de investigaciones pedagógicas. Tomo primero. San Luis (Argentina), Universidad nacional de Cuyo, Facultad de Ciencias de la Educación, 1951. 10×7 ins. 224 pp. — This first volume of the Annals of the Educational Research Institute of the Faculty of Educational Sciences of the University of Cuyo contains several monographical studies: examination of the new study plans for primary schools; research into the pupils' intellectual level; scheme for a sociology of education, relation between the ideas of work and education in western pedagogy; future teachers' vocation, etc. (IBE)

370 THEORY OF EDUCATION

HÄBERLIN, Paul. **Allgemeine Pädagogik in Kürze.** Frauenfeld, Verlag Huber & Co, 1953. $8\frac{1}{4} \times 6$ ins. 120 pp. — In an endeavour to bridge the gap between theory and practice in education, the author successively studies the problems relative to the æsthetic, logical, ethical and technical training of pupils. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 37 N INTERNATIONAL CONFERENCES

Humanism and Education in East and West. An International Round-Table Discussion organized by Unesco. Paris, Unesco, 1953. 224 pp. Appendices. \$ 1.50 ; 8s.6d. ; Fr.frs. 400. — Essays written by the participants in the round-table discussion between thinkers and philosophers of different countries and continents on the theme of "The concept of man and the philosophy of education in East and West" (New Delhi, 1951), preceded by a report of the discussions, followed by general conclusions and recommendations. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 37 B HISTORY OF EDUCATION

SCHINDLER, Georg. **Bildungslehre eines natürlichen Unterrichts.** Düsseldorf, Pädagogischer Verlag Schwann, 1952. $8\frac{1}{4} \times 5\frac{1}{2}$ ins. 371 pp. Bibliogr. Index. — After philosophical considerations on ideas of culture, education, teaching and methods, the author studies a series of educational systems beginning with Herbart and Ziller and leading up to Gaudig, Kerschensteiner, Montessori, Washburne and Petersen. (IBE)

370.3 PHILOSOPHY OF EDUCATION

CAPITINI, Aldo. **L'atto di Educare.** Firenze, "La nuova Italia" editrice, 1951. $7\frac{3}{4} \times 5$ ins. 129 pp. Index. — The necessity of giving an ethical-religious finality to education is the central idea of this work, the transcendent values being to education what the sublime is to art: the true life-giving and liberating force. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 377.345 (47) COMMUNIST EDUCATION (U.S.S.R.)

MAKARENKO, A. S. **Izbrannye pedagogicheskie sochineniia.** 4^e vol. Moskva, Izdatelstvo Akademii pedagogicheskikh Naouk R.S.F.S.R., 1949. 8×5 ins. 590 pp. App. Index. (Supplément du journal "La pédagogie soviétique"; œuvres pédagogiques de A. S. Makarenko en 4 vol.). 9 roubles. — The last volume of a collection of educational writings by A. S. Makarenko including lectures, talks and reports on school problems (method, discipline, individual action, personal experiences and convictions), articles on communist education (Maxime Gorki in my life, the individual and collectivity, the force of Soviet humanism, aim of education, training of character at school, talk with parents) and several unpublished manuscripts. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 377.345 (47) COMMUNIST EDUCATION (U.S.S.R.)

VEDOVOZOV, V. J. **Izbrannye pedagogicheskie sochineniia.** Moskva, Izdatelstvo Akademii pedagogicheskikh Naouk R.S.F.S.R., 1953. $8 \times 5\frac{1}{2}$ ins. 372 pp. Bibliogr. Index. (Supplément du journal "La pédagogie soviétique, 1953"). 9 roubles. — A collection of the educational writings of V. J. Vodovozov grouped under three distinct periods, viz., 1856-1859, 1861-1865, and 1870-1872, dealing among other things with the problem of the Russian language and reading in teaching, the situation of the "Sunday" schools (for workers), the necessity of adapting the schools to the intellectual level and to the mentality of each district, the need for inexpensive textbooks, the new plan of popular school organization, and what constitutes an ideal teacher for the people's school, etc. (IBE)

370.46 PSYCHOPEDAGOGY — 371.30 TEACHING PRINCIPLES

CANTOR, Nathaniel. **The Teaching-Learning Process.** New York, The Dryden Press, 1953. $8\frac{1}{4} \times 5\frac{3}{4}$ ins. 350 pp. Index. — A synopsis of the discussions held at Teachers College, Columbia University, New York, from which it emerged that learning is based on the interaction of the partners in the process, namely, the teacher and the pupils. This is shown in the author's analysis

of the current practices in teaching, the nature of the teaching-learning process, and the personality of the teacher who should be a man of action and a children's guide, while the children should be able to learn by themselves and to seek the intellectual and other justifications and the indispensable personal discipline. (IBE)

370.9 FUNDAMENTAL EDUCATION — 379.635 ILLITERACY — 379.95 STATISTICS

Progress of Literacy in Various Countries. A preliminary statistical study of available census data since 1900. (Paris), Unesco, 1953. $8\frac{1}{2} \times 5\frac{1}{4}$ ins. 254 pp. Tables. List of Sources. Graphs. (Monographs on Fundamental Education). \$ 1.50; 8s.6d.; Fr.frs. 400. — A statistical study of the progress of literacy in twenty-six countries, the object of which is to demonstrate a method for the appreciation, analysis and comparison of data, the figures themselves being of secondary importance. (IBE)

370.9 FUNDAMENTAL EDUCATION

New Horizons at Tzetzzenhuaro. One year of work at a Fundamental Education Centre for Latin America. (Paris), Unesco, 1953. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. 36 pp. Illus. \$0.40; 2s.; Fr.frs. 100. — An account of the work accomplished during its year of activity by the Patzcuaro centre — one of the essential elements in the fundamental education programme in Latin America. (IBE)

371 GENERAL ASPECTS OF EDUCATION

RAILLON, Louis. *Education de plein vent.* Paris, Librairie P. Tequi, 1952. $7\frac{1}{4} \times 4\frac{3}{4}$ ins. 114 pp. (Collection "Notre monde"). Fr.frs. 360. — Reflections on the current evolution of educational problems raised by recent discoveries in psychopedagogy as well as by the social evolution of the modern world. (IBE)

371.025 EDUCATIONAL TRAINING OF PARENTS — 371.026 HOME AND SCHOOL RELATIONS

CHAMBRE, Pierre. *Une école de parents.* L'Expérience de Chambéry. (Paris), Les Presses d'Ile de France, n.d. $7 \times 5\frac{1}{4}$ ins. 64 pp. Bibliogr. Annexes. (L'Ecole nouvelle française, N° 14). — An account of an educational experiment with parents at Chambéry, carried out during the last ten years, and including the origin of the enterprise, developments, conferences, clubs and talks, and its prevailing spirit and methods. (IBE)

371.025 EDUCATIONAL TRAINING OF PARENTS

COURTOIS, Gaston. *L'art d'élever les enfants d'aujourd'hui.* Paris, Editions Fleurus, 1952. $7 \times 5\frac{1}{4}$ ins. 272 pp. (Collection "Psychologie et Education"). Fr.frs. 350. — Advice for parents, the natural educators of children, resulting from the author's long personal experience. (IBE)

371.1 (42) TEACHING STAFF — 371.6 (42) SCHOOL BUILDINGS (ENGLAND AND WALES)

Schools under pressure. I. The Shortage of Teachers. II. Buildings and Costs. (London), PEP (Political and Economic Planning). $8\frac{3}{4} \times 5\frac{1}{4}$ ins. 16 & 20 pp. resp. (Planning, Vol. XIX. Nos. 358 & 359). — Two small but important broadsheets, the first dealing with the various factors affecting the shortage of teachers, and the other with matters concerning the school building programme, both intended to serve as a basis for discussion of future educational policy. (IBE)

371.12 (73) TEACHER TRAINING — 371.73 PHYSICAL EDUCATION

SNYDER, Raymond Albert, and SCOTT, Harry Alexander. *Professional Preparation in Health, Physical Education and Recreation.* New York, Toronto

and London, McGraw-Hill Book Company, 1954. $9\frac{1}{4} \times 6$ ins. x. & 422 pp. Tables. Selected Readings. Index. \$ 5.60. — The first complete publication since 1935 on the basic philosophy and principles underlying the professional preparation of teachers and leaders in the fields of health, physical education and recreation, and recounting also the historical developments in these fields. (IBE)

371.24 (47) SCHOOL WORK AND ITS ORGANIZATION — 377.345 (47) COMMUNIST EDUCATION (U.S.S.R.)

Из опыта учебно-воспитательной работы школы. Moskva, Izdatel'stvo Akademii pedagogicheskikh Nauk R.S.F.S.R., 1952. $8 \times 5\frac{1}{4}$ ins. 363 pp. (Supplément au journal "La pédagogie soviétique" 1952). 9 roubles. — Accounts by several educationists of their experiences in connection with school work: the cooperation between teachers of junior classes and specialists of senior classes, the organization of a lesson, the teacher's work and homework, spelling, weak scholars, how to memorize a lesson, etc.; followed by a chapter dealing with different aspects of the collectivist spirit in general at school, and particularly in the first, fifth and sixth classes, and also with education in patriotism and self-discipline in the classes. (IBE)

371.264 METHODS OF PSYCHOLOGICAL DIAGNOSTICS — 375.72 DRAWING

BOUTONNIER, Juliette. Les dessins des enfants. Paris, éd. du Scarabée, 1953. $7\frac{1}{2} \times 5\frac{1}{4}$ ins. 125 pp. Illus. (Collection "A la découverte de l'enfant"). Fr.frs. 320. — Enumeration of the rich possibilities offered by children's drawings as a test of mental development and as a means of studying character, but also a warning against making improvised attempts to interpret drawings since this requires long practice. A psychological approach to drawing both from the point of view of the normal child and that of the backward, deficient or difficult child. (IBE)

371.266 OBSERVATION METHODS FOR EXAMINING CHARACTER

GEX, Maurice. Test caractériel pour un diagnostic rapide. Paris, Presses universitaires de France, 1953. $7\frac{1}{2} \times 5\frac{1}{2}$ ins. 88 pp. Fr.frs. 400. — A test comprising a list of fifty character traits numbered from 1 to 50. By marking on the interpretation screen the numbers corresponding to the character traits which he believes he truly possesses, the subject can see into which of the eight character types of modern typology (passionate, choleric, sentimental, nervous, phlegmatic, sanguin, apathetic, and amorphous) he should be classified. (IBE)

371.266 CHARACTER TESTS

TRAMER, Moritz. Der Bücherkatalogtest als charakterologisches Prüfmittel. Theorie und Praxis. Zürich, Rascher-Verlag, 1953. 8×5 ins. 119 pp. — Description of the technique and of the significance of a test belonging to a series of "evocative" tests, intended to reveal, together with the psychological constituents of interest, the subject's tastes and impulses. (IBE)

371.291 RURAL SCHOOLS — 372.1 PRIMARY SCHOOL METHODS

Teachers' Handbook for Use by Teachers in Rural Elementary Schools. Developed through the collaboration of Latin American and United States educators under the direction of Ann Nolan Clark. (Washington), The Institute of Inter-American Affairs, Division of Education (1953). $9\frac{3}{4} \times 7\frac{1}{2}$ ins. 150 pp. Illus. — Written especially to inform rural teachers in the Latin American republics why the philosophy and methods introduced by the cooperative programme are significant, this study is based not only on the preliminary edition published in Spanish by the *Servicio Cooperativo Interamericano de Educación* in Guatemala, and on the guidesheets used in Costa Rica, but also on suggestions that grew out of experiences with the teachers who attended the rural education workshop at Uyumbicho (Ecuador) in 1949 and in Lima (Peru) in 1950. (IBE)

371.291 (85) RURAL SCHOOLS — 371.12 (85) TEACHER TRAINING — 373.5 (85) VOCATIONAL TRAINING (PERU)

Informe anual 1950-1951. Lima, Peru, Instituto de Asuntos inter-americanos, División de Educación. $10\frac{1}{2} \times 8\frac{1}{4}$ ins. 166 pp. Photo. Graph. Stat. — A very detailed report edited by the director of the *Servicio Cooperativo Interamericano de Educación*, Mr. Raymond C. Gibson, on the activity of the Institute of Inter-American Affairs in Peru in 1951, concerning particularly rural education, teacher training and vocational education. (IBE)

371.30 TEACHING PRINCIPLES — 372.22 (45) PRIMARY SCHOOLS — 379.91 (45) SCHOOL LEGISLATION (ITALY)

ENRICHENS, Nicola. Didattica attiva. Lineamenti di didattica — Programmi ministeriali — Letteratura infantile — Legislazione e igiene scolastica. Alba (Cuneo), Edizioni Paoline, 1952. $6\frac{3}{4} \times 4\frac{1}{2}$ ins. 249 pp. Bibliogr. — As post-war political reforms in Italy were followed by a revision of school curricula and of the competitive tests for the appointment of primary teachers, the author offers prospective teachers the subject matter of the second part of these tests: modern teaching methods, analysis of the official curricula for primary schools, study of children's literature, rudiments of school legislation and hygiene. (IBE)

371.30 TEACHING PRINCIPLES — 370.46 PSYCHOPEDAGOGY — 370.6 APPRAISAL OF RESULTS IN EDUCATION

MURSELL, James L. Successful Teaching. Its Psychological Principles. 2nd. ed. New York, Toronto, London, McGraw-Hill Book Company, 1954. $9\frac{1}{4} \times 6$ ins. xvi & 322 pp. Index. — Taking as his starting point the psychology of "meaningful learning" and his own personal experiences, the author discusses the six principles which, in his opinion, can serve to bridge the gap between practice and psychology, namely, context, focalization, socialization, individualization, sequence, and evaluation. (IBE)

371.383 SCHOOL PLAYS — 372.8 SPONTANEOUS AND EXPRESSIVE ACTIVITIES

MAJALUT, Joseph. Le jeu dramatique et l'enfant. Paris, Les Presses d'Ile de France, 1953. $7 \times 5\frac{1}{4}$ ins. 48 pp. Bibliogr. (L'Ecole Nouvelle française, No. 13). — Study of the psychological foundations of the dramatic instinct in children and of the educational value of dramatic play. The latter should above all provide opportunity for a child's personal creation and contribute towards the development of his aptitudes. (IBE)

371.391 (469) SCHOOL LIBRARIES — 374 (469) ADULT EDUCATION (PORTUGAL)

VEIGA DE MACEDO, Henrique. A missão do livro na educação popular. Lisboa, Campanha nacional de Educação de Adultos, 1953. $8\frac{3}{4} \times 6\frac{1}{4}$ ins. 32 pp. — Text of a speech by the Under-Secretary of State for National Education on the role of books and libraries in school education, in the campaigns for popular education and in the fight against illiteracy. (IBE)

371.43 NEW EDUCATION

WASHBURNE, Carleton. Le scuole di Winnetka. Firenze, "La nuova Italia" editrice, 1952. 8×5 ins. 44 pp. (Educatori antichi e moderni, CXXXI). — Translation into Italian, by E. Codignola and L. Borghi, of a account published in November 1931 in the journal *Pour l'Ere nouvelle* of the experiment carried out by Washburne in the Winnetka schools. (IBE)

371.43 ACTIVITY SCHOOLS — 373.15 (436) JUNIOR SECONDARY SCHOOLS (AUSTRIA)

LANG-REITSTAETTER, Maria. Schule im Umbruch. Der Rosentalplan. Ein Buch für Lehrer, Eltern und Erzieher. Wien, Verlag A. Pichlers Witwe &

Sohn, 1953. 8×6 ins. 152 pp. Photo. — Description of an experiment carried out for several years in an Austrian rural secondary school with the object of introducing the principles of the activity school by making a just balance between intellectual and manual work. (IBE)

371.6 (73) SCHOOL BUILDINGS — 371.63 (73) SCHOOL EQUIPMENT (U.S.A.)

TAYLOR, James L., HERRINGTON, Jack D., and others of the Division of State and Local School Systems (prepared by). **Designing Elementary Classrooms.** (Washington), U.S. Department of Health, Education, and Welfare, Office of Education (1953). 7¾×10¼ ins. 56 pp. Illus. (Special Publication No. 1). 35 cents. — "An approach to the problem of classroom design in relation to the school child and program", forming one of a series of studies on planning school buildings which the School Housing Section of the U.S. Office of Education proposes to produce on the various elements of school plants. It contains also a list of selected references and a recapitulation of equipment and supplies that require free floor area and/or fixed storage. (IBE)

371.7 SCHOOL HYGIENE

HABERDA, Maximilian. **Schulhygiene.** (Schulgesundheitslehre). Wien, Verlag Wilhelm Maudrich, 1951. 9×6¼ ins. 238 pp. Annexe. Bibliogr. Index. (Wienerbeiträge zur Hygiene, Band II). DM 3.50; Aus. Sch. 10; \$ 0.85. — An examination of the numerous problems connected with school hygiene, from the point of view of the premises as a whole, classrooms, gymnasium, and cleaning of the premises, as well as that of the schoolchildren's health, the prevention of illness, the influence of teaching on health (pupils' fatigue, etc.), physical exercises and the equipment of special classrooms. (IBE)

371.4 SCHOOL HYGIENE

WEGMANN, Rudolf. **Schulgesundheitsfibel.** Die praktische Schulhygiene. München, Franz Ehrenwirth Verlag, n.d. 8×6 ins. 47 pp. Bibliogr. — Practical advice on school hygiene for teachers and school administrators. (IBE)

371.73 (73) PHYSICAL EDUCATION (U.S.A.)

BUREAU OF HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION (prepared under the direction of). **Physical Fitness Through Physical Education for California Secondary School Boys.** Sacramento, California State Department of Education, 1953. 11×8½ ins. 76 pp. Illus. — A teachers' guide discussing the place of physical education in the secondary school curriculum, and then the planning, organizing and administering of the programme for boys, fitness through the sports' programme and numerous other activities suitable for boys. A short chapter also deals with the coeducational programme of activities. (IBE)

371.73 PHYSICAL EDUCATION

MARQUES PEREIRA, Celestino Feliciano. Portée pédagogique de l'analyse de l'exercice physique. Extrait de la Revue de l'éducation physique, Nos. 164, 165 et 166 (1953). 9½×6¼ ins. 119 pp. Fig. — A thesis for a doctorate comprising a descriptive, neuro-functional, muscular, motor, anatomic and aesthetic analysis of physical exercise, with a view to the better understanding of the scope and formative importance of physical exercise from the educational point of view. (IBE)

371.73 PHYSICAL EDUCATION — 379.31 SCHOOL INSPECTION

GONÇALVES VIANA, Mário. **A função inspectoral em educação física considerada à luz da pedagogia.** Lisboa, Separata do "Boletim do Instituto Nacional de Educação Física", 1953. 9×6¼ ins. 48 pp. — Considerations on the different aspects of the inspection of school activities relative to physical education. (IBE)

371.732 SPORTS — 375.41 GEOGRAPHY

BIEDERMANN, Ernst, & FRITSCHI, Jules. *Der Orientierungssport. Eine Einführung*. Berne, Verlag Paul Haupt, 1952. $8\frac{1}{4} \times 5\frac{3}{4}$ ins. 80 pp. Illus. — Introduction to practical "orientation" exercises (see Bulletin No. 107, p. 65), for teachers and leaders of youth groups. (IBE)

371.861 CHILDREN'S LITERATURE

MICHIELI, Armando. *Ragazzi e libri*. Rovigo, Istituto padano di arti grafiche, 1952. $7\frac{3}{4} \times 4\frac{3}{4}$ ins. 363 pp. Lire 1,200. — Thoughts on different aspects of children's literature and of the problems due to the fact that books for children must satisfy at one and the same time psychological, educational and artistic requirements. (IBE)

371.863 CHILDREN'S MAGAZINES — 778.53 CINEMA — 621.38 BROADCASTING

BAUCHARD, Philippe. *The Child Audience. A Report on Press, Film and Radio for Children*. Paris, Unesco, 1952. $8\frac{1}{2} \times 5\frac{1}{4}$ ins. 198 pp. Appendices. (Press, Film and Radio in the World Today). \$ 2.00; 11s.6d.; Fr.frs. 550. — A study devoted to the press, films and radio for children, and to the children's reactions to such stimuli, legislation applicable to press, radio and films for children, and action by non-official bodies in this field. Statistical information and recommendations adopted at international meetings on the three subjects are given in appendices. (IBE)

371.9 EDUCATION OF SPECIAL CATEGORIES OF CHILDREN

BAKER, Harry J. *Introduction to Exceptional Children*. New York, Macmillan, 1953 (rev. ed). $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 500 pp. Illus. Tables. Bibliogr. Indexes, \$ 5.00. — An introduction to exceptional children (the mentally gifted, the slow-learning, those with behaviour problems, those who suffer from neurological and psychogenic diseases, and those who are physically handicapped by blindness, deafness and bone diseases), each type of child being carefully studied as to characteristics, the number of cases, methods of diagnosis, causes and remedies, history of treatment, and present trends in treatment. (IBE)

371.91 HANDICAPPED CHILDREN — 377.911 PROBLEM CHILDREN

WIDMER, Konrad. *Schule und Schwererziehbarkeit*. Grenzen, Aufgaben, Möglichkeiten. Zürich, Rotapfelverlag, 1953. $8\frac{1}{4} \times 6\frac{1}{4}$ ins. 271 pp. Bibliogr. Index. — An analysis, based on the typology of difficult children, of the complex problems raised by the education of this category of children and the influence of this special education on educational techniques. Judging from the results of a vast inquiry carried out in special schools in the German-speaking part of Switzerland, the author concludes that special education can only lead to a differentiated school life and organization and to individual teaching. (IBE)

371.91 (44) HANDICAPPED CHILDREN — 377.911 (44) PROBLEM CHILDREN (FRANCE)

NÉRET, *Les enfants inadaptés*. Placement, éducation, formation professionnelle. Guide pratique. Paris, les Editions sociales françaises, 1953. $8\frac{1}{4} \times 5\frac{1}{2}$ ins. 207 pp. Fr.frs. 670. — Intended for heads of families, teachers and youth leaders, this practical guide contains, among other things, data on the classification of maladjusted children, a list of apprenticeship, training and vocational guidance centres, boarding establishments for those needing medico-educational care, re-education boarding schools, and "special" establishments, and is supplemented by the regulations in force concerning child welfare and assistance for invalid or delicate children in France. (IBE)

371.93 DELINQUENT CHILDREN

VERGANI, Ottavio. *Ragazzi antisociali. Il problema della delinquenza minorile.* Brescia "La Scuola" editrice, 1953. $8\frac{1}{2} \times 5\frac{1}{4}$ ins. 234 pp. Bibliogr. Lire 800. — A study of the problem of juvenile delinquency paying special attention to the psychological development of the criminal act. (IBE)

371.944 CHILD VICTIMS OF THE WAR — 371.91 PHYSICALLY HANDICAPPED

KINROSS, James. *The Boy From Greece.* London, Murray (1953). 8×5 ins. 172 pp. 8s.6d. — An epic story of the courage of a young Greek boy who, terribly injured by a hand grenade, was finally brought to England for treatment through the auspices of the International Help for Children organization. It is a sincere and moving account of the boys' tenacity of purpose in overcoming his many handicaps, and the love and understanding of his foster parents in Wales, particularly in guiding him back to a normal outlook on life and an emotional stability rarely found in one so young. (IBE)

372 PRIMARY EDUCATION — 370.1 MEANING OF EDUCATION

KEARNEY, Nolan C. *Elementary School Objectives.* A report prepared for the Mid-Century Committee on Outcomes in Elementary Education. New York, Russell Sage Foundation, 1953. $9\frac{1}{4} \times 6$ ins. 190 pp. Bibliogr. Index. \$ 3.00. — The results of a study sponsored as a joint undertaking by the Educational Testing Service of Princeton, the U.S. Office of Education, the Department of Elementary School Principals of the National Education Association, and the Russell Sage Foundation, to determine what are the goals and the outcomes of elementary education. The detailed discussion of the characteristics of recommended goals for the elementary school years under nine different headings is followed by a study of the implications of such goals with regard to educational practice, research and measurement. (IBE)

372.1 PRIMARY EDUCATION METHODS

POETA, Angela. *Grammatica, storia e geografia col metodo globale.* Esperienze eseguite sotto la direzione del Centro didattico di Bergamo. Rovigo, Istituto padano di arti grafiche, 1953. $7\frac{3}{4} \times 4\frac{3}{4}$ ins. 133 pp. Bibliogr. — Means used and results obtained in an experiment with a second year primary class in the teaching of grammar by the sentence or global method and with a third year class in the teaching of history and geography by the same method. (IBE)

372.21 (54) PRE-SCHOOL EDUCATION — 370.7 (54) EXPERIMENTAL SCHOOLS (INDIA)

Experiments in Child Education. (New Delhi), Ministry of Education, Government of India, 1953. $9 \times 6\frac{1}{4}$ ins. 34 pp. Illus. App's. (Pamphlet No. 138). — A brochure, with a foreword by Mr. K. G. Saiyidain, and issued by the Ministry of Education, devoted to early childhood education, and covering in particular (a) activity work in nursery-infant schools in Kashmir, (b) the model Montessori school at Rampur, (c) child democracy in Delhi, (d) the pre-basic schools at Sevagram, where self-control and creative activity are specially noticeable. (IBE)

372.21 (44) PRE-SCHOOL EDUCATION (FRANCE)

Les écoles maternelles. Classes enfantines, cours préparatoires. Règlements, organisation, fonctionnement. (Commentaires des textes officiels par H. Sourgen et Fr. Léandri). Paris, Editions Bourrelier, 1953. $9\frac{3}{4} \times 6\frac{1}{4}$ ins. 176 pp. Bibliogr. (Cahiers de pédagogie moderne). — A summary, supplementing the official notices, of the situation and needs of nursery-infant schools in France today. A short history of pre-school education, in addition to the

official text, follows chapters on general organization, material equipment, staff, social action, preparatory courses, infant section, open-air classes and activities of various sections and the amount of time spent on them. (IBE)

372.223 (45) SENIOR PRIMARY EDUCATION (ITALY)

AGOSTI, Marco. *Il maestro nella post-elementare*. Brescia, "La Scuola" editrice, 1953. $8\frac{1}{2} \times 6$ ins. 262 pp. Lire 700. — One of the points discussed during the preparatory work for the proposed school reform in Italy was the question of the type of education to be given during the last three years of compulsory schooling, especially to the three post-primary sub-divisions catering for those pupils likely to take up industrial, craft or agricultural work. The reform suggested by the author deals with the organization as well as with the actual study plan for these classes. (IBE)

372.3 EARLY CHILDHOOD TEACHING METHODS — 375.05 CURRICULA

Thèmes de vie. Cahier de pédagogie rédigé par des institutrices des écoles maternelles sous la direction des inspectrices et présenté par M^{lle} H. Sourgen et Fr. Léandri. Paris, Editions Bourrellier, 1953. $9\frac{3}{4} \times 6\frac{1}{4}$ ins. 190 pp: 1st. vol. Illus. (Cahiers de pédagogie moderne). — Suggestions and exercises for promoting the creative activity of children from 3 to 8 years of age. Experiments were carried out with the very varied subjects in the infant schools or preparatory classes where an attempt was made to create a community life with opportunities for the children to have the joy of discovery, of building and of inventing. (IBE)

372.32 MONTESSORI METHOD

MONTESSORI, Maria. *Kinder sind anders*. (Il Segreto dell'Infanzia.) Stuttgart, Ernst Klett Verlag, 1952. $8\frac{1}{4} \times 5\frac{1}{2}$ ins. 303 pp. — Translation into German of Maria Montessori's last book, published in Milan in 1950, by Garzanti, under the title of *Il Segreto dell'Infanzia*. (IBE)

372.32 MONTESSORI METHOD

DE BARTOLOMEIS, Francesco. *Maria Montessori e la pedagogia scientifica*. Firenze, "La Nuova Italia" editrice, 1953. $7\frac{3}{4} \times 5\frac{1}{4}$ ins. 149 pp. — A critical analysis of Maria Montessori's work. By taking a position between the orthodox partisans and the detractors, Mr. De Bartolomeis stresses on, the one hand, the real and incontestable merits of the Italian educationist, particularly that of being a pioneer for the spiritual liberation of childhood, and shows, on the other hand, in what ways her work can be considered as outmoded today. (IBE)

372.5 (41) HANDWRITING (SCOTLAND)

Report on Questionnaire on Handwriting. East Lothian Committee for Research in Education, n.d. $8\frac{1}{4} \times 6\frac{3}{4}$ ins. 52 pp. — Results of an investigation by a group of teachers in East Lothian (Scotland) of the teaching methods and forms of handwriting used in the primary schools, based on a questionnaire issued by the Scottish Council for Research in Education. Explanatory tables are given in a separate 8-page pamphlet. (IBE)

373 SECONDARY EDUCATION

CHISHOLM, Leslie L. *The Work of the Modern High School*. New York, Macmillan, 1953. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 542 pp. Bibliogr. Indexes. — "The moulds into which education was poured", the author quotes in his preface "rather than its essence and spirit, became the goals of pupils and parents alike". He then proceeds to examine the place of education, secondary education in particular, in American life, what schools ought to teach, and the building

of a curriculum, and, lastly, outlines a plan of action for teachers and school administrators seeking to improve their schools. He has designed his book for use as a basic text for secondary school teachers-in-training. (IBE)

373.5 (73) VOCATIONAL EDUCATION — 379.32 (73) FINANCE (U.S.A.)

Digest of Annual Reports of State Boards for Vocational Education to the Office of Education, Division of Vocational Education. Summary of Statistical and Financial Information. Washington, U.S. Department of Health, Education, and Welfare; Office of Education (1953). $10\frac{1}{4} \times 7\frac{3}{4}$ ins. 44 pp. Graphs. — A statistical and financial analysis, with explanatory statements, on vocational education as a whole in the U.S.A. for the fiscal year ended 30th June, 1952, followed by more detailed information on the five main sections of such education: agricultural, home economics, trade and industrial, and distributive education, and vocational guidance. (IBE)

373.52 (73) AGRICULTURAL EDUCATION — 37 D (73) BIBLIOGRAPHIES (U.S.A.)

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. Summaries of Studies in Agricultural Education. Washington, D.C., Government Printing Office, 1953. $9\frac{1}{4} \times 5\frac{3}{4}$ ins. 100 pp. Index. (Vocational Division Bulletin No. 251. Agricultural Series No. 63). 30 cents. — An annotated bibliography of studies 1951-1952 in agricultural education in the United States. (IBE)

373.54 (73) INDUSTRIAL AND TECHNICAL EDUCATION (U.S.A.)

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. The Operation of a Local Program of Trade and Industrial Education. Washington, D.C., Government Printing Office, 1953. $9 \times 5\frac{3}{4}$ ins. 166 pp. 45 cents. — Portrays the general structure of a local programme in the United States of vocational trade and industrial education, and the functions and personnel of such a programme, and gives detailed suggestions on programme objectives, operating methods and staff performance. (IBE)

374 ADULT EDUCATION

International Directors of Adult Education. (Paris), Unesco (1952). $10\frac{3}{4} \times 8\frac{1}{4}$ ins. 324 pp. Bibliogr. Indexes. \$ 4.00; 22s.6d.; Fr.frs. 1,100. — A reference work for adult educators giving information on international governmental and non-governmental organizations concerned with adult education and fifty monographs containing lists of the various bodies dealing with the problem on a national basis. (IBE)

375.25 BIOLOGY

WEGMANN, Rudolf. Unterricht in der Menschenkunde. Fachkundliche Unterlagen mit methodischen Winken und Anregungen. Freising/OBB., Verlag Dr. P. F. Datterer & Co., 1953. $8\frac{1}{4} \times 5\frac{3}{4}$ ins. 108 pp. Illus. Fig. DM 3.40. — The teaching of anatomy and human physiology often proves difficult for teachers who have not had a medical training. The author, as a doctor, seeks to come to their aid both with regard to the choice of subject matter and suitable teaching methods. (IBE)

375.3 (73) MATHEMATICS (U.S.A.)

BROWN, Kenneth E. Mathematics in Public High Schools. Washington, D.C., U.S. Department of Health, Education, and Welfare; Office of Education, 1953. 9×6 ins. 48 pp. (Bulletin 1953, No. 5). 20 cents. — A study on the teaching of mathematics in the public high schools of the United States, based on information received from 857 such schools, and containing statistical data concerning curricula, examinations, frequency of lessons, status of teachers, etc. (IBE)

375.31 ARITHMETIC — 370.7 EXPERIMENTAL EDUCATION

MIALARET, G. *Recherches préliminaires à la pédagogie du calcul à l'école primaire.* Neuchâtel et Paris, Delachaux & Niestlé, 1953. $9\frac{1}{2} \times 6\frac{3}{4}$ ins. 38 pp. Tables. (Cahiers de pédagogie expérimentale et de psychologie de l'enfant, nouvelle série, No.9). Sw.frs. 2.80. — Analysis of research work carried out at the higher normal school of Saint-Cloud (Paris), stressing the existence of oft-neglected factors in the child's acquisition of elementary fundamental ideas in arithmetic. (IBE)

375.41 GEOGRAPHY

La géographie. Cahier rédigé sous la direction de Max. Sorre. Paris, Bourrellier, 1953. $9\frac{3}{4} \times 6\frac{1}{4}$ ins. 125 pp. Illus. (Cahiers de pédagogie moderne). — A collection of articles on making geography an explanatory and descriptive science and a truly educative subject, its role in education, the general principles on which it should be based (study of the environment, place of geography teaching in the child's development, etc.), and finally practical work. Appended is the text of the geography syllabus and instructions for the primary classes in France. (IBE)

375.42 HISTORY — 377.382 REVISION OF TEXTBOOKS

Deutschland — Frankreich — Europa. Die deutsch-französische Verständigung und der Geschichtsunterricht. Im Auftrage des Internationalen Schulbuchinstitutes herausgegeben von Eckert, Georg, und Schüddekopf, Otto-Ernst. Baden-Baden, Verlag für Kunst und Wissenschaft, 1953. $9 \times 6\frac{1}{4}$ ins. 144 pp. Bibliogr. — A survey of the work accomplished since 1945 by French and German educationists in trying to improve the relationships between the two peoples. It includes a report of the Franco-German meetings (May-October, 1951), a Franco-German convention relative to certain problems of European history, the report of the Franco-German section of the federal study commission on school textbooks (Emile Hombourger), the resolution of the Franco-German study commission on school textbooks, and various articles on historical prejudices and on certain chapters of history. (IBE)

375.42 HISTORY

Geschichtsunterricht in unserer Zeit. Grundfragen und Methoden. Herausgegeben von der Arbeitsgemeinschaft Deutscher Lehrerverbände, Gewerkschaft Erziehung und Wissenschaft, Bayerischer Lehrerverein. Braunschweig, Verlag Albert Limbach, 1951. $9\frac{1}{2} \times 6\frac{1}{2}$ ins. 173 pp. Bibliogr. — A collection of articles published by the "Working Party of the German Teachers' Associations", dealing with some fundamental problems raised through history teaching. (IBE)

375.72 DRAWING — 372.5 WRITING

NATALIS, Ernest. *Les disciplines d'expression matérielle.* Dessin et écriture. Liège, H. Dessain, 1952. $7\frac{1}{4} \times 5$ ins. 241 pp. Tome 4. Bibliogr. (Méthodologie de l'enseignement primaire). — A view point which does not exclude all training technique, but which shows a leaning towards individualised education, the teaching of writing being considered as a new aspect of drawing, depending more on knowledge of the child than on the choice of a method. The first part of the book deals with the psychological aspect and the techniques of drawing, while the second part views the new methodology of writing, its psychophysiological character and its physical laws. (IBE)

375.8 TEACHING RELATIVE TO HUMAN CONDUCT — 377.31 INTERGROUP RELATIONSHIPS

SKINNER, B. F. *Science and Human Behavior.* New York, The Macmillan Company, 1953. $8\frac{1}{2} \times 5\frac{3}{4}$ ins. 461 pp. Index. — An analysis, based on exper-

imental data, of the different aspects of human behaviour, such as the individual as a whole, and the behaviour of persons in groups, and a discussion of the controlling agencies (government and law, religion, economic control, education), leading to final chapters on the control of human behaviour. (IBE)

375.831 (44) SAFETY FIRST EDUCATION (FRANCE)

LACROIX, Pierre, JACQUIN, Guy. *Responsabilité des éducateurs et sécurité des groupes d'enfants*. Paris, Editions Fleurus, 1953. $6\frac{1}{4} \times 4\frac{1}{2}$ ins. 189 pp. (Illustré par Erik). — Some simple suggestions for increasing the safety of children leaving school in groups, intended for the responsible educational bodies and persons arranging group outings. Summary of the main legal regulations in force in France concerning educational groups. (IBE)

376.1 WOMENS' EDUCATION

Women and Education. (Paris), Unesco (1953). $8\frac{1}{2} \times 5\frac{1}{4}$ ins. 264 pp. Tables. Bibliogr. Appendix. (Problems in Education). \$ 4.75; 10s.6d.; Fr.fr. 500. — Three studies prepared for the XVth International Conference on Public Education, organized in 1952 at Geneva by Unesco and the International Bureau of Education, namely, *Women and Education in Chile* (by Amanda Labarca H), *Women and Education in India* (by K. L. Joshi and P. D. Shukla), and *Women and Education in Yugoslavia* (by Mitra Mitrovich and Vida Tomsich). The fourth part consists of the text of Recommendation No. 34 concerning the access of women to education, adopted by the Conference. (IBE)

376.5 EARLY CHILDHOOD — 371.46 ANTHROPOSOPIHICAL EDUCATION

GLAS, Norbert. *Early Childhood*. Stroud (Glos., England), Education and Science Publications, 1953. $7\frac{1}{2} \times 5$ ins. 152 pp. Index. 12s.6d. — The author is a visiting medical officer at a Rudolf Steiner school, and what he did for doctors in his classic "Kinderkrankheiten als Entwicklungsstufen des Menschen" (Vienna, 1937), in his mother tongue, he attempts in this little book to do for parents and teachers, in English. He portrays in detail the development of children in early childhood, and sees them, not as merely young animals, but as young human beings. (IBE)

377.21 (47) CHARACTER EDUCATION — 372.2 (47) PRE-SCHOOL EDUCATION (U.S.S.R.)

SUZOVITSEVA, A. V. *Vosloitanie voli detej starchyego dochkolnogo vorasta*. Moskva, Gosoudarstviennoye outchebno-pedagoghitcheskoye Isdatelstvo Prosviestchenia R.S.F.S.R., 1952. 119 pp. 8×5 ins. — A treatise on the education of will-power in children attending the last pre-school class, based on free and imposed activities and on play. It is recognised that the teacher should deal with each child individually. (IBE)

377.24 SPEECH DEFECTS

BERGE, André. *Les défauts de l'enfant*. Paris, Aubier, Editions Montaigne, 1953. $7\frac{1}{2} \times 4\frac{3}{4}$ ins. 220 pp. (Collection "L'enfant et la vie"). — A new, revised and enlarged edition of a book which appeared in 1946 (see Bulletin No. 81). (IBE)

377.31 EDUCATION FOR JUSTICE

The Universal Declaration of Human Rights. A Guide for Teachers. Paris, Unesco (1953). $8\frac{1}{2} \times 5\frac{1}{4}$ ins. 88 pp. Appendices. Index. (Towards World Understanding, VIII). \$ 0.50; 3s.; Fr.fr. 150. — Suggestions for teaching about human rights and for encouraging in children an appreciation of the spirit of the Declaration and a spontaneous acceptance of it in terms of ordinary human behaviour. Some examples of methods and programmes of teaching about human rights are given in an appendix. (IBE)

377.31 INTERGROUP RELATIONSHIPS

Erziehung zur Gruppenverständnis. Ein Handbuch für Schulleiter. Berlin-Hamburg, Im Christian-Verlag, 1950. $7\frac{1}{2} \times 5$ ins. 100 pp. — Translation into German of a book published in the United States under the title of "From Sea to Shining Sea". (IBE)

377.31 INTERGROUP RELATIONSHIPS

THIRRING, Hans. *Die Kunst des menschlichen Zusammenlebens.* Unesco-Schriftenreihe. Herausgegeben im Auftrage der Österreichischen Unesco-Kommission. Wilhelm Frick-Verlag, 1953. $6\frac{3}{4} \times 4\frac{1}{4}$ ins. 124 pp. — A small guide on social education and intergroup relationships, intended primarily for secondary school pupils. The author bases his statements on modern psychological data and on the conviction that the relations between individuals and between groups could be improved by appropriate teaching. (IBE)

377.31 INTERCULTURAL RELATIONS — 375.825 INTERNATIONAL TEACHING

JOULIA, M. Pierre. (Rapporteur). *The Civilisation of Western Europe and the School.* London, Her Majesty's Stationery Office for the Ministry of Education, 1954. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 72 pp. 2s.6d. — "Published on behalf of the teachers of the five signatory countries of the Brussels Treaty who attended the courses at Ashridge, England (1949), Sèvres, France (1950), Oosterbeek, Netherlands (1951)", this study first considers the principles underlying the common civilisation, including the geographical, historical, economic and cultural ties, of the five countries concerned. In the second part it offers suggestions for teachers, particularly with regard to the teaching of language and literature, history, geography, science and technology, and the fine arts. (IBE)

377.91 MEDICO-PSYCHOLOGICAL AID — 316.89 PSYCHIATRY

STERN, Erich. *Ueber Verhaltens- und Charakterstörungen bei Kindern und Jugendlichen.* Zürich, Rascher Verlag, 1953. $9 \times 6\frac{1}{4}$ ins. 248 pp. Bibliogr. Index. Sw.frs. 17.90. — An analysis of various aspects of the behaviour of difficult children. After having made certain remarks on the terminology and methods which he used in his research, the author, who has the threefold role of doctor, psychologist and educationist, studies symptomatology, the causes and the treatment of behaviour and character troubles, and gives numerous examples in illustration. (IBE)

377.922 EDUCATIONAL GUIDANCE — 376.7 ADOLESCENCE

LITTLE, Wilson, and CHAPMAN, A. L. *Developmental Guidance in Secondary School.* New York, Toronto and London, McGraw-Hill Book Company, 1953. $9\frac{1}{4} \times 6$ ins. Bibliogr. Index. 32s. — A detailed handbook designed especially for persons beginning their studies in preparation for guidance responsibilities in a secondary school, and persons engaged on field work to improve existing guidance services. The extensive and largely American experience of the two authors leads them to define and interpret the main problems of secondary school pupils in terms of their endeavours "to secure satisfactory status among their peers", in terms, that is to say, of their social worries, and not at all of what Professor Whitehead once defined as "what the individual does with his own solitariness". (IBE)

377.94 (44) VOCATIONAL GUIDANCE — 376.1 (44) WOMEN'S EDUCATION (FRANCE)

NÉRET. *Les carrières féminines.* Ecoles, professions, débouchés pour les jeunes filles. Nouvelle édition entièrement refondue. Paris, Lamarre, 1953. $8\frac{3}{4} \times 5\frac{1}{2}$ ins. 261 pp. — Information on educational guidance, the choice of studies, vocational guidance and training, and the welfare of working

women, followed by precise statements concerning the conditions of admission, professional training, examinations, probationary periods, qualities and qualifications required for this or that career, employment or post that a woman in France is permitted to occupy. (IBE)

378.9 (931) UNIVERSITY FOUNDATIONS (NEW ZEALAND)

TURNER, H. W. Halls of Residence. (Wellington), New Zealand Council for Educational Research, 1953. $8\frac{3}{4} \times 5\frac{1}{2}$ ins. xii & 170 pp. Index. 18s.6d. — (Educational Research Series, No. 34.). In view of the extensive demand for more residential accommodation for students at the universities and training colleges, the New Zealand Council for Educational Research authorized the author to undertake "an investigation of the whole question of student residence in the country, with special reference to residential halls, in the hope that a clearer picture of the need would emerge and some foundation be laid for a comprehensive residential policy for the future". The report deals with the educational value of halls of residence, their economic situation, physical equipment, and organization. (IBE)

379.32 (52) EDUCATION BUDGETS (JAPAN)

Local Educational Expenditures in Japan 1950-1951. Report of a National Survey. Tokyo, Research Bureau, Ministry of Education, April 1953. $8\frac{1}{4} \times 11\frac{3}{4}$ ins. xvi & 378 pp. Appendices. — The second annual report to be published by the Japanese Ministry of Education in English reviewing local expenditures for public education, including elementary and secondary schools, social education, and educational administration. (IBE)

379.5 THE SCHOOL AND THE PUBLIC — 371.26 HOME AND SCHOOL RELATIONSHIPS

REEDER, Ward G. An Introduction to Public-School Relations. Rev. ed. New York, The Macmillan Company, 1953. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. xiv & 284 pp. Index. — Fully convinced that the school is one of the oldest, but also one of the most powerful, instruments in the regeneration of democracy, the author suggests a programme for bringing about a harmonious working relationship between the schools and the public which the schools serve, utilising with advantage such means as education weeks, the press, publications, and publicity campaigns. (IBE)

379.8 SCHOOL AND STATE — 379.91 SCHOOL LEGISLATION

WEISSENRIEDER, Benedikt. Die Schulhoheit. Grundlagen und Ausgestaltungsformen des staatlichen Schulrechts. Freiburg (Schweiz), Universitätsverlag, 1953. $9\frac{1}{2} \times 6\frac{1}{2}$ ins. 310 pp. Index. (Freiburger Veröffentlichungen aus dem Gebiete von Kirche und Staat, Band 7.) — A very documented study of the fundamental ideas (instruction, school, law, State) and relationships at the basis of the laws regulating education, followed by an examination of the various forms that school legislation can take as a legal liaison between the school and the State. (IBE)

379.91 (52) SCHOOL LEGISLATION (JAPAN)

Educational Laws and Regulations in Japan : The Constitution — The Fundamental Law of Education. (Tokyo), Ministry of Education, Japanese Government (1953). $11\frac{3}{4} \times 8\frac{1}{4}$ ins. 10 pp. (Series 1). — An English edition of the text of the Japanese Constitution and of the Fundamental Law of Education of March, 1947. (IBE)

379.94 (41) OFFICIAL REPORTS (SCOTLAND)

Education (Scotland) Reports, etc., issued in 1952. Edinburgh, H. M. Stationery Office, n.d. $9\frac{1}{4} \times 6$ ins. cir. 500 pp. — Contains (a) Education in Scotland

in 1951, (b) Further Education : A Report of the Advisory Council on Education in Scotland, (c) Seventy-sixth Annual Report by the Accountant to the Scottish Education Department : Accounts for the Year 1947-1948, (d) various statutory instruments issued in 1952, and (e) various circulars concerning the Scottish Certificate Leaving Examination. (IBE)

379.94 (42) OFFICIAL REPORTS — 37 A (42) EDUCATION IN ENGLAND

West Riding Education : Ten Years of Change. Leeds, Chorley & Pickersgill Ltd (Printers), n.d. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 178 pp. Illus. App's. — This is the first annual report of the West Riding (Yorkshire) Education Committee to appear since 1939, and the series will now be continued. It covers practically every aspect of education in the West Riding, and can also be regarded as a cross-section of the educational "transvaluation of values" that is now taking place all over England. In regard to teaching methods, this frank account of both achievements and shortcomings states that it is becoming the custom to ask, not how much a child can be expected to learn, but what if anything will a given subject contribute to the development of the individual child. (IBE)

379.96 (481) STATISTICS (NORWAY)

Skolestatistikk (Folkeskoler, Framhaldsskoler, Ungdomsskoler, Laererskoler, Høgre Almenskoler M. M.) 1949-50. Utgitt av Kirke-og Undervisningsdepartementet. Oslo, I Kommissjon hos H. Aschehoug & Co, 1954. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. 89 pp. Tables. (Norges offisielle Statistikk XI.151). — Educational statistics in Norway for the year 1949-1950. (IBE)

379.96 (493) STATISTICS (BELGIUM)

FONDATION UNIVERSITAIRE, BUREAU DE STATISTIQUES UNIVERSITAIRES. Rapport annuel 1953 Jaarverslag. Brussel, Universitaire Stichting. $9\frac{3}{4} \times 6\frac{1}{4}$ ins. 228 pp. Tables. Diagr. — Statistics of secondary and higher education in Belgium, both public and private, for the academic year 1952-1953. (IBE)

612.821 EXPERIMENTAL PSYCHOLOGY — 137 CHARACTER STUDY

DELAY, Jean. La psychophysiologie humaine. Paris, Presses universitaires de France, 1951. $7 \times 4\frac{1}{2}$ ins. 120 pp. Bibliogr. (Collection "Que sais-je"). — A popular study, by a professor of medicine in Paris, of the object and methods of human psycho-physiology, the relationship between psychic and somatic functions, between psychic and somatic types, and the practical applications of psycho-physiology (selection, education, cure). (IBE)

By subscribing to the "International Service of Education Card Indexes", librarians and educationists wishing to establish a record of recent books on education may obtain copies of the Bureau's bibliographical notices, printed on one side of the paper only, suitable for mounting on index cards.

III. ACTIVITY OF THE BUREAU

ADMINISTRATIVE DIVISION

Thirty-first Meeting of the Executive Committee

The Executive Committee met for its thirty-first meeting on Tuesday, 2nd February, 1954, at the International Bureau of Education, under the chairmanship of Mr. Albert Picot.

E. C. 212. — APPROVAL OF THE ACCOUNTS FOR THE YEAR 1952

The Executive Committee,

In virtue of the powers conferred upon it by Article 11 of the Statutes,

Approves the accounts for the year 1952 ;

Thanks the members of the International Bureau of Education, and specially the Swiss Federal Council and the United Nations Educational, Scientific and Cultural Organization, for their financial assistance to the work of the Bureau.

E. C. 213. — BUDGET ESTIMATES FOR THE YEAR 1954

The Executive Committee

Approves the budget estimates for the year 1954 submitted to it, in virtue of the powers conferred upon it by Article 11 of the Statutes.

E. C. 214. — RESULTS OF THE XVITH INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

The Executive Committee

Expresses its thanks to the delegates of the 52 governments, to the United Nations and the Specialised Agencies and other organizations represented at the XVith International Conference on Public Education convened jointly by Unesco and the International Bureau of Education ;

Is gratified with the results of the Conference in unanimously voting two recommendations addressed to the Ministries of Education on the training and the status of primary school teachers, recommendations totalling 123 articles and truly constituting an international teachers' charter ;

Notes the fact that the text of these recommendations has been officially communicated by Unesco and the International Bureau of Education to all governments, who are respectfully requested to make known any measures which they are disposed to take with a view to their application ;

Thanks the Ministries of Education and the delegates to the Conference for the large measure of publicity they have given to these recommendations by reproducing them in their entirety or in part in official and private publications ;

Views with satisfaction the reception accorded to these recommendations by governments, educationists, and associations representing them on the national or international plane.

E. C. 215. — XVIITH INTERNATIONAL CONFERENCE
ON PUBLIC EDUCATION
SIMULTANEOUS TRANSLATION AND USE OF SPANISH

The Executive Committee,

Considering that Article 5 of the Agreement between the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education makes provision for the International Conference on Public Education to be convened jointly by the two organizations,

Bearing in mind resolution C. 164 taken by the Council of the International Bureau of Education at its nineteenth session concerning the use of the Spanish language,

Authorises the representatives of the International Bureau of Education to the Unesco-IBE Joint Committee who, at their 15th meeting, will be called on to decide on the organizational set-up of the XVIIth International Conference on Public Education, to consider the possibility of trying the system of simultaneous translation limited to two cabins and four interpreters, two of whom will be responsible for the translation into English and French of the interventions in Spanish,

Requests the representatives of the IBE to the Unesco-IBE Joint Committee to propose that each of the two organizations be responsible for half of the supplementary expenses involved by the introduction of the system of simultaneous translation in accordance with the terms of the preceding paragraph,

Authorises the Unesco-IBE Joint Committee to choose the installations best adapted to the needs of the XVIIth International Conference on Public Education in giving effect to this resolution.

E. C. 216. — HEADQUARTERS OF THE INTERNATIONAL
BUREAU OF EDUCATION

The Executive Committee,

Bearing in mind resolution E. C. 205 taken by the Executive Committee at its thirtieth meeting and resolution C. 163 adopted by the Council at its nineteenth session,

Thanks the Headquarters Committee and in particular its vice-chairman, Mr. de Erice, for the negotiations undertaken to maintain the services of the International Bureau of Education, the Permanent Exhibition of Public Education and the library within the Palais Wilson, and also the chairman of the Executive Committee, State Councillor, Mr. Albert Picot, for having demonstrated to the cantonal and federal authorities the cultural and educational interests represented by the Bureau and by those member countries who have booths in the Exhibition,

Is gratified that the solution, envisaged as a result of the study of the whole question earnestly requested by the Council and the Executive Committee, seeks to give satisfaction to the International Bureau of Education and also to the International Telecommunications Union and other interested bodies.

E. C. 217. — STATE OF CURRENT INQUIRIES

The Executive Committee

Desires to thank the Ministries of Education of the following countries for sending replies to the questionnaires of the various inquiries addressed to them :

Secondary Teacher Training: Afghanistan, Argentina, Australia, Austria, Belgium, Brazil, Cambodia, Ceylon, Colombia, Costa-Rica, Denmark, Egypt, Ethiopia, France, Germany, Greece, Guatemala, Honduras, India, Indonesia, Ireland, Israel, Italy, Japan, Jordan, Laos, Liberia, Luxemburg, Mexico, Monaco, Netherlands, New Zealand, Pakistan, Paraguay, Philippines, Portugal, Salvador, Spain, Switzerland, Syria, Thailand, Union of South Africa, United Kingdom, United States, Uruguay, Vietnam ;

Secondary Teachers' Salaries: Australia, Cambodia, Ceylon, Colombia, Denmark, Dominican Republic, Finland, France, Germany, Greece, Guatemala, Honduras, Iceland, India, Indonesia, Ireland, Israel, Japan, Jordan, Laos, Lebanon, Luxemburg, Mexico, Monaco, Netherlands, Norway, Panama, Salvador, Sweden, Switzerland, Syria, Thailand, Turkey, Union of South Africa, United Kingdom, Uruguay, Venezuela, Vietnam, Yugoslavia ;

Requests the Ministries of Education who have not yet replied to do so at their earliest convenience.

E. C. 218. — INQUIRY ON THE FINANCING OF EDUCATION

The Executive Committee

Authorises the Director of the International Bureau of Education to undertake an inquiry into the financing of education in collaboration with the Ministries of Education ;

Approves, in principle, the draft questionnaire submitted to it.

E. C. 219. — INQUIRY ON THE TEACHING OF VISUAL ARTS

The Executive Committee

Authorises the Director of the International Bureau of Education to undertake an inquiry on the teaching of visual arts in primary and secondary schools in collaboration with the Ministries of Education ;

Approves, in principle, the draft questionnaire submitted to it.

RESEARCH DIVISION

Inquiry on Secondary Teacher Training. — The Bureau is analysing the 46 replies from the Ministries of Education to the questionnaire addressed to them.

Inquiry on Secondary Teachers' Salaries. — The Bureau is analysing the 39 replies received up to the present.

INFORMATION DIVISION

Books received during the fourth quarter of 1953. — Collection of volumes on pedagogy and psychology : 316 ; school textbooks : 924 ; children's literature : 223 ; total : 1,463.

Publications of the International Bureau of Education

1. Guide du Voyageur s'intéressant aux écoles . . . Out of print
2. La Paix par l'Ecole. P. Bovet. Work of the International Conference at Prague . . . Fr. 2.—
3. Éducation, Travail et Paix. Albert Thomas . . . Out of print
4. L'Éducation et la Paix. Bibliographie. . . . Out of print
5. Le Bilinguisme et l'Éducation. Work of the International Conference at Luxembourg . . . Out of print
6. Correspondances interscolaires. P. Bovet . . . Out of print
7. The Co-operation of School and Home. In French and German . . . Out of print
8. In English and Spanish . . . Fr. 0 60
9. Comment faire connaître la Société des Nations et développer l'esprit de coopération internationale. Premier cours . . . Out of print
10. Troisième cours . . . Out of print
11. Quatrième cours . . . Out of print
12. Cinquième cours . . . Out of print
13. Children's Books and International Goodwill. 2nd Ed. In French and English . . . Fr. 5.50
14. L'enseignement de l'Histoire du Travail. Fernand Maurette . . . Out of print
15. L'Éducation en Pologne . . . Out of print
16. Quelques méthodes pour le choix des livres des Bibliothèques scolaires . . . Out of print
17. Some Methods employed in the Choice of Books for School Libraries . . . Out of print
18. La pédagogie et les problèmes internationaux d'après-guerre en Roumanie. C. Kiritzescu . . . Out of print
19. Le Bureau international d'Éducation (Illustrated) . . . Out of print
20. A. Plan for the Classification of Educational Documents . . . Fr. 1.50
21. La Préparation à l'Éducation familiale . . . Fr. 3.50
22. Le Bureau international d'Éducation en 1930-1931 . . . Fr. 2.50
23. Le Bureau international d'Éducation en 1931-1932 . . . Fr. 2.50
24. La Paix et l'Éducation. Dr. Maria Montessori . . . Fr. 1.50
25. Peace and Education. Dr. Montessori . . . Fr. 1 50
26. L'Organisation de l'Instruction publique dans 53 pays (with diagrams) . . . Fr. 11.—
27. L'Instruction publique en Égypte . . . Fr. 1.50
28. L'Instruction publique en Estonie . . . Fr. 1 50
29. Annuaire international de l'Éducation et de l'Enseignement 1933 . . . Out of print
30. La coordination dans le domaine de la littérature enfantine . . . Fr. 1.50
31. 29. La situation de la femme mariée dans l'enseignement . . . Out of print
32. 30. Travail et congés scolaires . . . Fr.
33. 31. Le Bureau international d'Éducation en 1932-1933 . . . Fr.
34. 32. Les économies dans le domaine de l'Instruction publique . . . Fr.
35. 33. La scolarité obligatoire et sa prolongation . . . Out of print
36. 34. L'admission aux écoles secondaires . . . Out of print
37. 35. Annuaire international de l'Éducation et de l'Enseignement 1934 . . . Fr. 1
38. 36. La réforme scolaire polonaise . . . Out of print
39. 36 bis. Le Bureau international d'Éducation en 1933-1934 . . . Fr.
40. 37. III^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Out of print
41. 38. Le self-government à l'école . . . Fr.
42. 39. Le travail par équipes à l'école . . . Out of print
43. 40. La formation professionnelle du personnel enseignant secondaire . . . Out of print
44. 41. Les Conseils de l'Instruction publique . . . Fr.
45. 42. La formation professionnelle du personnel enseignant primaire . . . Out of print
46. 43. Annuaire international de l'Éducation et de l'Enseignement 1935 . . . Out of print
47. 44. Le Bureau international d'Éducation en 1934-1935 . . . Fr.
48. 45. IV^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Fr.
49. 46. Les périodiques pour la jeunesse . . . Out of print
50. 47. La législation régissant les constructions scolaires . . . Out of print
51. 48. L'organisation de l'enseignement rural . . . Fr.
52. 49. L'organisation de l'enseignement spécial . . . Fr.
53. 50. Annuaire international de l'Éducation et de l'Enseignement 1936 . . . Out of print
54. 51. Le Bureau international d'Éducation en 1935-1936 . . . Fr.
55. 52. V^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Fr.
56. 53. L'enseignement de la psychologie dans la préparation des maîtres . . . Fr.
57. 54. L'enseignement des langues vivantes . . . Out of print
58. 55. L'inspection de l'enseignement . . . Out of print
59. 56. Annuaire international de l'Éducation et de l'Enseignement 1937 . . . Out of print
60. 57. Le Bureau international d'Éducation en 1936-1937 . . . Fr.

VI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions.	Fr. 4.50	89. Le Bureau international d'Éducation en 1943-1944.	Fr. 2.—
*Elaboration, utilisation et choix des manuels scolaires.	Out of print	90. The International Bureau of Education in 1943-1944.	Fr. 2.—
M ^e Enseignement des langues anciennes.	Fr. 5.50	91. L'enseignement de l'hygiène dans les écoles primaires et secondaires.	Out of print
La rétribution du personnel enseignant primaire.	Fr. 9.—	92. L'égalité d'accès à l'enseignement du second degré.	Fr. 5.—
Annuaire international de l'Éducation et de l'Enseignement 1938.	Out of print	93. IX ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations.	Out of print
Le Bureau international d'Éducation en 1937-1938.	Fr. 1.50	94. Annuaire international de l'Éducation et de l'Enseignement 1946 (bound Fr. 12 —).	Fr. 10.—
VII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions.	Fr. 4.50	95. The Teaching of Hygiene in Primary and Secondary Schools.	Fr. 2.—
Annuaire international de l'Éducation et de l'Enseignement 1939.	Out of print	96. Equality of Opportunity for Secondary Education.	Fr. 2.—
La rétribution du personnel enseignant secondaire.	Fr. 9.—	97. La gratuité du matériel scolaire.	Fr. 7.—
L'enseignement de la géographie dans les écoles secondaires.	Fr. 7.—	98. L'éducation physique dans l'enseignement secondaire.	Fr. 7.—
L'organisation de l'éducation préscolaire.	Fr. 7.—	99. X ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations.	Fr. 5.—
Le Bureau international d'Éducation en 1938-1939.	Fr. 1.50	100. Xth International Conference on Public Education. Proceedings and Recommendations.	Fr. 5.—
VIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions.	Fr. 4.50	101. Annuaire international de l'Éducation et de l'Enseignement 1947.	Fr. 15.—
Le Bureau international d'Éducation en 1939-1940.	Fr. 1.50	*102. L'enseignement de l'écriture.	Fr. 5.—
L'organisation des bibliothèques scolaires.	Fr. 7.—	*103. The Teaching of Handwriting.	Fr. 5.—
L'éducation physique dans l'enseignement primaire.	Out of print	*104. Les psychologues scolaires.	Fr. 5.—
Le Bureau international d'Éducation en 1940-1941.	Fr. 1.50	*105. Schools Psychologists.	Fr. 5.—
L'enseignement ménager dans les écoles primaires et secondaires.	Fr. 9.—	*106. XI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations.	Fr. 5.—
The International Bureau of Education in 1940-1941.	Out of print	*107. XIth International Conference on Public Education. Proceedings and Recommendations.	Fr. 5.—
Le Bureau international d'Éducation en 1941-1942.	Fr. 2.—	*108. Annuaire international de l'Éducation et de l'Enseignement 1948.	Fr. 15.—
L'enseignement des travaux manuels dans les écoles primaires et secondaires.	Fr. 8.—	*109. International Yearbook of Education 1948.	Fr. 15.—
The International Bureau of Education in 1941-1942.	Fr. 2.—	*110. L'initiation aux sciences naturelles à l'école primaire.	Fr. 6.—
Les précurseurs du Bureau international d'Éducation. P. Rossello.	Fr. 8.—	*111. Introduction to Natural Science in Primary Schools.	Fr. 6.—
Le Bureau international d'Éducation en 1942-1943.	Fr. 2.—	*112. L'enseignement de la lecture.	Fr. 6.—
The International Bureau of Education in 1942-1943.	Fr. 2.—	*113. The Teaching of Reading.	Fr. 6.—
Le Bureau international d'Éducation et la reconstruction éducative d'après-guerre.	Out of print	*114. XII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations.	Fr. 3.—
The International Bureau of Education and Post-War Educational Reconstruction.	Fr. 1.—	*115. XIIth International Conference on Public Education. Proceedings and Recommendations.	Fr. 3.—
Recueil des recommandations formulées par les Conférences internationales de l'Instruction publique.	Out of print	*116. La formation professionnelle du personnel enseignant primaire (deuxième édition).	Fr. 8.—
Recommendations of the International Conferences on Public Education.	Fr. 3.—	*117. Primary Teacher Training.	Fr. 8.—
L'Instruction publique en Hongrie. J. Somogyi.	Fr. 5.—	*118. Annuaire international de l'Éducation et de l'Enseignement 1949.	Fr. 10.—
Reconstruction éducative. Livre blanc anglais sur la réforme scolaire. Board of Education.	Fr. 2.—	*119. International Yearbook of Education 1949.	Fr. 10.—

*120. L'initiation mathématique à l'école primaire . .	Fr. 6.—	*136. Annuaire international de l'Education et de l'Enseignement 1951	Fr.
*121. Introduction to Mathematics in Primary Schools	Fr. 6 —	*137. International Yearbook of Education 1951 . . .	Fr.
*122. L'enseignement des travaux manuels dans les écoles secondaires	Fr. 4.—	*138. L'enseignement des sciences naturelles dans les écoles secondaires	Fr. :
*123. The Teaching of Handicrafts in Secondary Schools.	Fr. 4.—	*139. Teaching of Natural Science in Secondary Schools	Fr.
*124. Conférences internationales de l'Instruction publique. Recueil de Recommandations, 1934-1950	Fr. 3.—	*140. L'accès des femmes à l'éducation.	Fr.
*125. International Conferences on Public Education. Collected Recommendations, 1934-1950 . . .	Fr. 3.—	*141. Access of Women to Education	Fr. .
*126. XIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—	*142. XV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. .
*127. XIIIth International Conference on Public Education. Proceedings and Recommendations	Fr. 3.—	*143. XVth International Conference on Public Education. Proceedings and Recommendations	Fr. .
*128. Cantines et vestiaires scolaires	Fr. 3.—	*144. Annuaire international de l'Education et de l'Enseignement 1952	Fr. #
*129. School Meals and Clothing	Fr. 3.—	*145. International Yearbook of Education 1952 . .	Fr. #
*130. Annuaire international de l'Education et de l'Enseignement 1950	Fr. 8.—	*146. La rétribution du personnel enseignant primaire (deuxième édition)	Fr. :
*131. International Yearbook of Education 1950 . .	Fr. 8.—	*147. Primary Teachers' Salaries	Fr. "
*132. La scolarité obligatoire et sa prolongation . .	Fr. 5.—	*148. La formation du personnel enseignant primaire (deuxième partie)	Fr. :
*133. Compulsory Education and its Prolongation . .	Fr. 5.—	*149. Primary Teacher Training (second part) . . .	Fr. 3
*134. XIV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 4.—	*150. XVI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. #
*135. XIVth International Conference on Public Education. Proceedings and Recommendations	Fr. 4.—	*151. XVIth International Conference on Public Education. Proceedings and Recommendations	Fr. "

(Prices in Swiss Francs)

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GENEVA

Postal cheque account: I. 804



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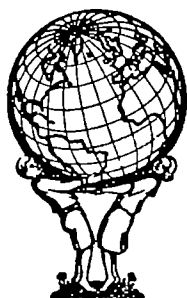
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BULLETIN

OF THE

INTERNATIONAL BUREAU
OF EDUCATION

GENEVA



UT PER JUVENES
ASCENDAT MUNDUS

GENEVA

INTERNATIONAL BUREAU OF EDUCATION

XVIIth INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

CONVENED BY THE UNITED NATIONS
EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
AND THE INTERNATIONAL BUREAU OF EDUCATION
Geneva, 5th to 13th July 1954

LETTER OF INVITATION

Sir,

We have the honour to inform you that the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education have decided to convene jointly the XVIIth International Conference on Public Education, which will be held in Geneva from 5th to 13th July 1954.

The major topics for discussion on this occasion will be the training and status of secondary teachers. The study of these questions forms the necessary complement to the subjects dealt with at last year's Conference, which adopted Recommendations Nos. 36 and 37 on the training and status of primary teachers.

Secondary education being the objet of reform in many countries at the present time, there is no doubt that the intellectual and educational preparation of future secondary teachers is of current interest. The same applies to the measures to be taken to ensure the recruitment of these teachers and for making it possible for those already serving to enjoy the legal status and public esteem befitting their work.

The Conference will also discuss the reports submitted by Ministries of Education on outstanding developments during the school year 1953-1954.

The Agenda of the Seventeenth International Conference on Public Education will therefore consist of the following three items :

- 1. The training of secondary teachers ;*
- 2. The status of secondary teachers ;*
- 3. Brief reports on the progress of education during the year 1953-1954, presented by the Ministries of Education.*

Unesco and the International Bureau of Education have the honour to invite your Government to take part in this Conference. In view of the importance of the main topics for discussion, they hope that your delegation will be composed of senior officials of your Ministry of Education and will, if possible, include a representative of secondary teachers.

A list of States and international organizations invited to the Conference is annexed to this letter. Comments on the three items on the Agenda will be sent to you shortly and you will, in due course, receive the working papers prepared for the Conference.

We very much hope that your Government will contribute to the success of the XVIIth International Conference on Public Education by accepting this invitation, and we shall be grateful if you will let us know the names of those to be included in your delegation.

We should also be much obliged if you would be good enough to let us have your brief report on the progress of education in your country during the school year 1953-1954, which is listed as item 3 on the Agenda, at least a fortnight before the opening of the Conference. In order that your report may be circulated and studied it would be a great help to us if you could have it reproduced and could supply the Secretariat of the Conference with 200 copies, in English and French. May we remind you of the decision taken by the Conference last year that only those reports which are ready for distribution before the discussion should be submitted to the Conference?

The address of the Conference Secretariat is the International Bureau of Education, Palais Wilson, Geneva, to which all correspondence should be sent.

We have the honour to be,

Sir,

Your obedient Servants,

Luther H. EVANS,
Director-General
United Nations Educational, Scientific
and Cultural Organization

Jean PIAGET,
Director
International Bureau
of Education

INQUIRY ON THE SYSTEMS OF FINANCING EDUCATION

QUESTIONNAIRE ADDRESSED TO THE MINISTRIES OF EDUCATION

I. *Financial Responsibility of Administrations*

1. Do your country's constitutional law and education acts contain any regulations concerning the distribution, among the various administrations, of financial responsibility for education, or fixing a specific ratio between expenditure on education and total expenditure on other items? If so, kindly give the full text or a summary of such regulations.
2. (a) If your country is a federal one, what is the theory and nature of the financial responsibility for education (i) of the federal administration (subsidies to the constituent states, provinces or cantons, specification or otherwise of the use to be made of such subsidies, assumption of financial responsibility for education in the federal district or national territories, assumption of financial responsibility for certain categories of education such as technical education, etc.), (ii) of the administrations of the constituent states, provinces or cantons?
(b) If your country is not a federal one, and has a centralized educational system, what is the theory and nature of the financial responsibility for education of the central Ministry of Education or educational administration (assumption of entire or partial financial responsibility for the administration and control of schools, school building, salaries, etc.)?
(c) If your country is not a federal one, but has nevertheless a decentralized system of financing education, what is the theory and nature of the financial responsibility for education of the central Ministry of Education or educational administration (subsidies to regional or local authorities, assumption of entire or partial responsibility for specific categories of educational expenditure, etc.)?
3. When the financial responsibility for education assumed by the federal or central administration takes the form of a subsidy to a regional or local administration, is that subsidy granted as (a) a fixed sum, (b) a sum equal to the sum expended by the regional or local administration, or (c) a percentage of the sum expended by the regional or local administration?
4. If your country is a federal one, kindly give (without quoting figures) the main items of (a) receipts and (b) expenditures in the education budget of the federal administration.
5. Kindly give (without quoting figures) the main items of (a) receipts and (b) expenditures in the budget of the central Ministry of Education or educational administration (if your country has a centralized educational system) or in typical educational budgets of the constituent states, provinces or cantons (if your country is a federal one).
6. Kindly give (without quoting figures) typical main items of (a) receipts and (b) expenditures in the budget of a regional educational administration covering several localities.

7. Kindly give (without quoting figures) typical main items of (a) receipts and (b) expenditures in the budget of a local educational administration covering only one locality.

II. *Financing the Various Categories of Public Education*

8. Kindly describe the typical way(s) of financing pre-primary schools. Which of the administrations is responsible for financing (a) pre-primary school building, equipment and materials, and (b) the salaries of pre-primary teaching and auxiliary staffs?
9. Kindly describe the typical way(s) of financing primary schools. Which of the administrations is responsible for financing (a) primary school building, equipment and materials, and (b) the salaries of primary teaching and auxiliary staffs, etc.? What is the source of funds for the school meals and medical services, etc.?
10. Kindly describe the typical way(s) of financing schools at secondary level. Which of the administrations is responsible for financing (a) secondary school building, equipment and materials, and (b) the salaries of secondary teaching and auxiliary staffs, etc.? What is the source of funds for scholarships, expenditure on boarding accommodation, etc.?
11. Kindly describe the typical way(s) of financing technical and vocational schools. Which of the administrations is responsible for financing (a) technical and vocational school building, equipment and materials, and (b) the salaries of technical and vocational school teaching and auxiliary staffs, (c) scholarships, etc.?
12. Kindly describe the typical way(s) of financing university and other higher education establishments. Which of the administrations is responsible for financing (a) higher education building, laboratory equipment, etc., (b) the salaries of higher education teaching and auxiliary staffs, (c) scholarships, etc.?
13. Kindly describe the typical way(s) of financing primary teacher training establishments. Which of the administrations is responsible for financing (a) the building, equipment and materials of such establishments, (b) the salaries of their teaching and auxiliary staffs, etc., (c) scholarships, etc.?
14. Kindly describe the typical way(s) of financing adult education courses. Which of the administrations is responsible for financing (a) building, equipment and materials for such courses, (b) the salaries of their teaching staffs, etc.?
15. Kindly describe the typical way(s) of financing schools for handicapped children. Which of the administrations is responsible for financing (a) building, equipment and materials for such schools, and (b) the salaries of their teaching and auxiliary staffs, etc.?

III. *Special Ways of Financing Education*

16. Are there special funds or budgets in your country, apart from the ordinary educational budget, for financing certain programmes (school building, literacy and fundamental education campaigns, etc.)? If so, kindly give details.
17. Are there any plans for financing education whose term is longer than the financial year (five-year plans, for example)? If so, kindly give details of amounts, conditions of execution, etc.

18. Is use made in your country of loans for financing certain educational programmes (school building, for example)? If so, kindly give brief details of the way(s) in which the loans are raised.
19. Kindly describe the statutory obligations, if any, of industrial, mining, and agricultural undertakings to make financial provision for certain categories of education.
20. If in your country, in addition to the Ministry of Education, other Ministries or administrations (of Labour, the Interior, Agriculture, Defence, *Wakf*, etc.) contribute to the financing of certain categories of schools or services, kindly give details.

IV. *Source of Funds for Financing Education*

21. With regard to the source of funds for financing education in your country, (a) are such funds secured from the general receipts of the government or financial administration, or (b) do they derive from special taxes and duties levied entirely or partially for the purpose of financing education? If the latter system is employed, kindly give details.
22. For financing specific educational programmes (school building, social aid to schoolchildren, holiday homes and camps, literacy campaigns, etc.), is use made of measures such as the issue of special postage stamps, collections and "flag days", gifts in kind, etc.? If so, kindly give some details.
23. How important a part do tuition, examination, and certification fees play in the financing of (a) education at secondary level, and (b) university and other higher education? Would the financing of these two levels of public education be seriously affected if such fees were abolished?
24. Kindly describe the way(s), if any, in which foreign national or international organizations contribute to the financing of educational establishments or activities in your country.

V. *Public Contributions to Private Schools*

25. If in your country public financial assistance is given to private schools, kindly describe the way(s) in which this is done by the various public administrations.

VI. *Present Trends, Miscellaneous*

26. Are any changes envisaged in the system of financing education in your country? If so, what are they, and what are the reasons for them?
27. In what items in the budget for education do increasingly substantial increases tend to be made, and for what reasons? Are such increases made at the expense of other items, or by raising the budget total?
28. What measures of general policy are envisaged to meet the increasing financial needs of education?
29. Is the term of the education budget of administrations and schools the financial year or the academic year? Kindly indicate the dates of these two years in your country.
30. Kindly add any further information you deem necessary to complete the description of the system of financing education in your country.

I. THE EDUCATIONAL WORLD

In order to facilitate the card index classification of these news items by educational libraries and educators, we are adding to each a decimal number drawn up in accordance with the "Plan for the Classification of Educational Documents" used by the Bureau.

ARGENTINA

Reform of University Statutes The new organic law modifying the statutes of the universities, adopted by the national congress, provides for university education to be given in a spirit of social solidarity stressing the moral training and national outlook of the students as laid down in the Constitution. With this end in view, the programme of studies includes general courses of philosophical culture, national doctrine and civic instruction. The universities are made responsible for the organization of scientific research for the training of specialist teachers and for the maintenance of good relationships with similar institutions abroad. The students will be represented by a delegate on the administrative council of each faculty. *IBE — 378 (82)*

People's University of Patagonia Established in order to prepare the youth of Patagonia to participate in the economic development of this region, the People's University of Patagonia gives free instruction to more than 500 students, particularly in commercial and industrial subjects, mining techniques, electrotechniques and courses of special interest to teachers. It is also proposed to open an agricultural school on the shores of Lake Munster to cater for the needs of the inhabitants of the Patagonian plateau. *IBE — 374.7 (82)*

Study on Teachers' Vocation An inquiry carried out by the education faculty of the National University of San Luis leads to the conclusion that only 26% of the pupil-teachers now attending the country's teacher-training institutions have chosen teaching as a "vocation", from a conviction that they have a leaning towards this profession and possess the special aptitudes required for it. *IBE — 371.1 (82)*

AUSTRALIA

New University On 1st February, 1954, an eighth university came into being in Australia when the former New England University College, established in 1937 as a college of Sydney University, was incorporated as the University of New England, under an act of the New South Wales parliament in 1952. Situated in the cathedral city of Armidale (9,000 inhabitants) on the New England plateau, 3,500 feet above sea level, and 360 miles from Sydney, the new university can claim to be the only one in Australia which is not in a capital, and the only one where

all full-time students, numbering about 400, are in residence. Armidale is already well-known as an educational centre having a large teachers' college as well as a number of state and private schools. In addition to the former staff of the college, ten new professors and eight new lecturers are being appointed to the university. *IBE — 378 (94)*

Community Service Project

Some form of useful community work is regularly undertaken by the senior boys of Wesley College, Melbourne, who do not go to camp with the cadet corps. In 1953 they set themselves the ambitious task of improving the environs of some cottage homes where migrant orphans are cared for. The task included levelling the playing fields, preparing the gardens, laying drain pipes, planting trees and making concrete paths. It is interesting to note that many parents and former scholars contributed materials for the work, and that the local farmers and business firms lent the heavy equipment such as ploughs, tractors, tools and a concrete mixer. The boys work in groups of about thirty, each with a master as overseer. *IBE — 371.387 (94)*

Spastic Centre Opened

Voluntary labour has made possible the opening of a new and modern Spastic Centre at Mosman, a suburb of Sydney, New South Wales, to which 150 children are brought in daily by a fleet of buses, and in connection with which another 500 spastics receive treatment as out-patients. The centre began very modestly in 1945 in a small house placed at the disposal of the staff by the parents of a spastic child, and only 35 children were then able to receive daily treatment. The present building has taken three years to complete, the voluntary helpers, many of whom were the fathers of children attending the centre, working mostly in the weekends. The centre receives no government subsidy but some official assistance is given in providing a small percentage of the staff and research workers. *IBE — 371.96 (94)*

Study Kits for Adult Education

For some time past, the Tutorial Department of the University of Sydney, in collaboration with the New South Wales Municipal Library Board, has been preparing "study kits" for adult education study groups requesting them. Each "kit" consists of a series of pamphlets on a given subject, taking the student step by step through a full course and giving detailed concise information on all essential points. These "kits", together with additional textbooks, have been supplied to as many as 85 study groups distributed throughout New South Wales, mainly in rural areas, and meeting once a week or fortnight to study such subjects as music, art, decoration, writing, criticism, history, economics, and cooperation, etc. Each pamphlet in a "kit" is designed to cover one evening's study. *IBE — 374 (94)*

AUSTRIA

In Memory of Otto Glöckel

A memorial tablet to the former president Otto Glöckel, the initiator of the Vienna school reform after the first world war, who died on 23rd July, 1935, was unveiled in Vienna on 7th February, 1954, to mark the eightieth anniversary of his birth. Mr. Glöckel's influence in educational matters spread far beyond the frontiers of his own country. *IBE — 37 C (436)*

Waiting Rooms for Schoolchildren The stations at Innsbruck and Graz are shortly to be supplied with waiting rooms for school-children where they will be able to do their homework under supervision. A small library and a number of games will also be at their disposal. *IBE — 371.27 (436)*

Cookery Courses for Children The Austrian Federation for Public Health has organized a "cookery school" for children between the ages of nine and eleven years. After drawing up the menus in common, the children cook the various dishes without the help of adults. Problems of hygiene in relation to daily food are also treated. An effort is made to interest boys as well as girls, so that later on they may take a more active part in their future household. *IBE — 373.55 (436)*

BELGIUM

School Building A special fund, to be known as the "fund for the construction of State schools and universities", has been instituted in Belgium for a five-year period. The purpose of the fund is to cover all expenses incurred in the modernisation, expansion and equipment of existing State establishments and boarding accommodation and the construction of new establishments and boarding accommodation for secondary, technical, higher and arts education, and for teacher training. *IBE — 371.6 (493)*

Training of Physical Education Teachers By royal decree, a special section for the training of physical education teachers for the lower classes of the secondary and technical schools has been established in the State secondary normal schools for boys at Ghent and Nivelles, and in the similar normal schools for girls at Bruges and Liège. In each case the course lasts for two years. *IBE — 371.192 (493)*

Correct Speech Campaign The Minister of Education has officially opened a national campaign to encourage the use of correct speech. He declared that concern to speak correctly was a sign of a people's distinction, an element in civilization and one of the most important forms of cultural promotion. Action to improve speech would be taken not only in schools but also in all public works departments and services, both French and Flemish. *IBE — 370.12 (493)*

School Guidance The draft laws on compulsory schooling and further education give an important place to school guidance, the possibility of changing from the secondary education sector to the technical, and vice-versa, being contemplated. For the first time, regulations for the establishment and recognition of school and vocational guidance services have been determined. *IBE — 377.922 (493)*

Subsidies for Independent Schools State subsidies to independent schools which, in 1948, amounted to 1,634 million Belgian francs reached the figure of 3,177 million Belgian francs in 1953-1954, nearly double the preceding amount. *IBE — 379.4 (493)*

Education of Future Drivers

The burgomaster of the town of Brussels has recently organized the first "road traffic show-room" in one of the large stores. The exhibition is under the patronage of *Touring Secours*, and is intended to substitute sanctions by positive educational measures by familiarizing future road users from a very young age with the problems of an ever-increasing volume of traffic. *IBE — 375.831 (493)*

Seaside Holiday Home Camps

Under the patronage of the Ministries of Education and Public Health, the training centres for activity education methods have organized a second one-day study course, during which the question of seaside holiday home camps was the main subject under discussion. They examined the relationship of such camps with the communal administrations, the material conditions of camp life in holiday resorts, the activities of the children on the beaches and in the camp or home, and collective holidays for adolescents. *IBE — 371.871 (493)*

BRAZIL**Ministry of Education Change of Name**

Following the establishment of a federal Ministry of Health, the federal Ministry of Education and Health is henceforth to be known as the Ministry of Education and Culture. *IBE — 379.2 (81)*

Ministry's Technical Assistance Committee

A technical assistance committee composed of forty members has been established in connection with the Federal Ministry of Education and Culture. The main task of the committee will be to study measures for making the constitutional regulations relative to education and culture more effective and to make recommendations concerning the coordination of the activities of the various organs of school administration. *IBE — 379.3 (81)*

CANADA**Stimulating Canadian Culture**

A news competition has been organized by the National Federation of University Students in Canada with the object of stimulating Canadian culture in the universities. Carleton College, Ottawa University, has been entrusted with its organization in the universities and institutions of higher education to the west of Ottawa, and Bishop University with the Canadian universities and schools to the east. *IBE — 378.7 (71)*

CEYLON**Rural Education Leaders**

In order to train rural education leaders, a voluntary movement for educating the peasants, known as *Lanska Mahila Samiti* (Association of Rural Women's Centres), has established a school at Kadouwela capable of accommodating a hundred pupils each year. Those selected for training spend three months in the study of rural development, adult, and early childhood education, civic instruction, agriculture, child care and hygiene, domestic science and home crafts. *IBE — 371.19 (5487)*

CHILE

Private Higher Education There are four private universities in Chile. While most of the faculties have the right to draw up their own study plans and curricula, organize examinations and award diplomas, the State is responsible for such matters in connection with the faculties of medicine, veterinary medicine, dentistry, and pharmacy. *IBE* — 378 — 371.016 (83)

CHINA

Development of Higher Education During the past four years, higher education has made considerable progress in the north-west of China, and there are now fourteen institutions offering higher educational studies with 12,000 students following the courses. During this same period, 4,000 specialists have been trained in the nine technical and scientific institutes, including the University of the North-West and the North-West Engineering College. Faculty buildings and students' hostels built since 1952 cover an area of nearly 38,000 square metres. *IBE* — 378 (51)

CZECHOSLOVAKIA

"Pioneers' Palace" The "Pioneers' Palace" in Bratislava, installed in an old feudal residence, offers the town's 2,000 "pioneers" membership of 60 clubs for various activities and workshops where the young people can spend their leisure time actively engaged in occupations suited to their capabilities, under the direction of teachers and experienced specialists *IBE* — 371.86 (437)

DOMINICAN REPUBLIC

Psychology in the University A laboratory of experimental psychology is to be opened in 1954 at the University of Santo-Domingo. *IBE* — 378 (729.3)

FINLAND

Provision of School Meals Obligatory It is claimed that Finland was the first country to pass a law, ten years ago, stipulating that all primary pupils should receive an adequate free meal at school. As a result of recent research carried out at the University of Helsinki and the Finnish Academy, experiments have been made in providing a meal containing no hot course but consisting simply of good helpings of bread, butter, cheese and fruit. *IBE* — 371.27 (471)

Boarding Accommodation In a sparsely populated country like Finland, it is essential to provide boarding accommodation for pupils from the isolated rural districts taking the senior practical course of the primary school or the junior secondary course. In order to train leaders for their delicate task of overseers of the pupils' boarding establishments, a special section has been set up in one of the normal schools. The training given in the new section lasts the same length of time as the primary teacher training course, i.e., four years following the junior secondary course. *IBE* — 371.19 (471)

Specialist Primary Teachers

Wherever there were sufficient pupils to make it possible, specialist teachers were always employed to take such subjects as domestic economy, handicrafts, singing and physical education in the primary schools. It is now proposed, if the new bill on primary education becomes law, to make use of specialist teachers, with advanced training in the branch concerned, to teach such important general subjects as the mother tongue and mathematics. *IBE — 371.12 (471)*

FRANCE**University Bureau of Statistics**

The National Assembly has recently adopted a plan transforming the university bureau of statistics and educational and vocational documentation into a public establishment. Formerly the bureau was run by a private association subsidized by the State. *IBE — 37 L (44)*

Education by Correspondence

The primary section of the national centre for correspondence education has decided to devote its activities : (1) to isolated or sick children who are reared or cared for in their own homes or in private homes abroad, (2) to children undergoing treatment in health establishments, and (3) possibly to adults wishing to prepare for the primary certificate or to improve their elementary instruction. The courses are gratuitous and conform to the official curricula. *IBE — 372.22 — 374.4 (44)*

Lessons at Home

Under the title of "*Votre école chez vous*" (Your School in Your Home), a private enterprise composed of teachers of all the school subjects has been constituted. Its members go to the homes of the children whose physical or psychic condition of health prevents them from attending school, and give their lessons privately. *IBE — 371.918 (44)*

Wireless Broadcasts Reserved for Schools

The French Broadcasting Association has taken the initiative of presenting the different schools of France to listeners by simple interviews with the pupils themselves. No attempt is made to placate the best pupils. The school is described, fitted into its historical, geographical and human setting, and an account given of its extrascholastic, musical and sports activities. *IBE — 371.372 (44)*

Tape-recordings of Examination Courses

An interesting experiment is being carried out at Constantine (Algeria). Tape-recordings of the courses of the faculty of letters in Algiers in preparation for the first degree (*licence*), secondary teachers' certificate (C.A.P.E.S.), and the fellowship examination (*agrégation*) for teachers of English are regularly made and sent each week to Constantine. There the courses are re-transmitted to the local students who meet for the purpose in study groups. *IBE — 371.37 — 378 (44)*

Leaders for Holiday Home Camps

Before the war, two hundred thousand children spent their holidays in the special home camps reserved for them. Today about a million children go to such centres

every summer. Such development necessitates the annual training of some eighteen thousand men and women leaders. This training has become so important that, at the recent study week held in Paris, an international charter was drawn up. Furthermore, it was decreed on 6th January, 1954, that a diploma of director and leader of holiday home camps would be awarded in France. *IBE* — 371.19 — 371.871 (44)

Equivalence of Diplomas The *Journal officiel* for 4th March, 1954, publishes two decrees which will have the effect of establishing equivalence between the Vietnamese and the Cambodian baccalaureates and the French baccalaureate. It will also be possible for candidates who have passed the first part of the Vietnamese or Cambodian diploma examination to take the second part in France. *IBE* — 373.105 (44)

Teaching of French It has been calculated that, on an average, a pupil in a French lycée only has the right to 8 minutes a month to individual teaching for French, and a little less than 2 minutes a week for questioning and control. *IBE* — 371.327 (44)

For the Benefit of Isolated Students A central study library, whose books can be borrowed by post, is shortly to be established for the benefit of students living long distances from university towns. A credit of 10 million francs will be set aside during the current fiscal year for financing this project. *IBE* — 027 — 378.9 (44)

Social Origin of Students Whereas in 1951 the sons of high officials, company directors, landowners, doctors, and lawyers represented 42% of the university population, they only represented 35% in 1953. By contrast, the middle classes (officials, employees, craftsmen, tradesmen) furnished 41% of the faculty enrolments in 1953, as compared with only 35% in 1951. Families in the modest income range (subordinate officials and employees, industrial and agricultural workers) continued to represent about a quarter of the number of students. *IBE* — 379.6 (44)

GERMANY

Central Institute for Education and Instruction The Permanent Conference of Ministers of Education in the German Federal Republic has decided to establish a Central Institute of Education and Instruction to act as the German centre for educational documentation and information. The institute will also be empowered to carry out studies and inquiries on special subjects dealing with education. Its temporary headquarters will be at the *Pädagogische Arbeitsstelle* in Wiesbaden, to which are affiliated the *Zentralstelle für ausländisches Bildungswesen*, in Göttingen, and the *Hauptstelle für Erziehung und Unterricht*, in Berlin, these two institutions having been given the task of studying problems concerning respectively higher education and the educational system in East Germany. *IBE* — 37 L (43)

Rationalization of Schooling As a result of the meeting in Munich, on 5th and 6th February, 1954, of the prime ministers of the nine *Länder* of the German Federal Republic and West Berlin, the

Permanent Conference of the Ministers of Education in these *Länder* have been asked to work out plans for organizing schooling on a simpler and more uniform basis. With regard to secondary education, it was suggested that there should be three types of secondary schools, that the school year should begin at the same time throughout Western Germany, and that the final examination of secondary schools qualifying for entrance to universities should be uniformly acknowledged. *IBE* — 379 — 373 (43)

**Teachers in
Vocational Schools**

The probationary year of teaching following the first professional examination that prospective teachers for vocational schools are required to undergo comprises theoretical courses, practical exercises, an introduction to school administration, participation in various school activities, and refresher courses, etc., as well as the drafting of a detailed report on these different activities. *IBE* — 371.12 — 373.5 (43)

**Education Courses
by Correspondence**

The Central Institute of Education for East Germany, in Berlin, organizes correspondence courses for primary teachers already in service, to enable them to specialize with a view to teaching in secondary schools, the subjects offered being German, Russian, history, geography, biology, mathematics, physics and chemistry. In July, 1953, more than 10,000 registered students successfully passed the first professional examination. *IBE* — 371.12 — 374.4 (43)

Road Safety

In Lower Saxony, according to a decree of 6th January, 1954, road safety teaching should begin in the nursery-infant schools. The district school boards have been recommended to appoint a primary teacher particularly interested in the problem as traffic adviser. Members of the ordinary police force and the traffic police are expected to collaborate in road safety education in schools. *IBE* — 375.831 (43)

Basic School

In addition to the six-year basic or primary school, the senate of Hamburg has proposed the establishment of a four-year basic school on the completion of which it will be possible to enter certain secondary schools. *IBE* — 372.221 (43)

Anniversary

To celebrate the hundredth anniversary of the birth of the famous educationist Kerschensteiner on 29th July, 1854, a special commemorative ceremony will be held in Munich on 2nd and 3rd July, 1954. *IBE* — 37 C

**Montessori Education
Course**

A course on the Montessori educational system is to be held at Frankfurt-a-Main, from 24th April to 15th August, 1954, organized by the German Montessori Association at the Anna Schmidt School, under the patronage of the *Pädagogische Arbeitsstelle* of Wiesbaden. *IBE* — 372.32 — 371.12 (43)

HUNGARY

Higher Education by Correspondence One of the measures taken to enable adult workers to benefit by education at different levels, is the system of correspondence courses offered by the universities and higher education schools. This system has enabled 4,114 workers to continue their studies. *IBE — 374.4 (439)*

Rewards for the Best Classes In the spring and autumn of each year, the lower classes of the general schools that obtain the best marks are rewarded with three weeks' holiday in one of the country's beauty spots. School work is not completely interrupted as the teacher accompanies the pupils. *IBE — 371.871 — 371.542 (439)*

Attendance at Religious Instruction According to statistics furnished by the education authorities in Hungary, 26.3% of the total number of pupils in the general schools attended classes in religious instruction during the school year 1952-1953. Such instruction was made optional in 1949, the year before the separation of the Church and the State. *IBE — 377.1 (439)*

INDIA

Five-year Plan of Educational Development An emergency scheme to relieve educated unemployment has been launched by the central Ministry of Education for India. The scheme envisages the employment of 80,000 teachers in rural areas and the opening of 80,000 social education centres in urban areas during 1954-1955. State governments have been asked to forward their proposals in this respect. Sanctions have already been issued to meet the Centre's expenditure in connection with the scheme in the following states, Manipur; Vindhya Pradesh, Pepsu, Bihar, Saurashtra, Punjab, Rajasthan, and Phopal. *IBE — 37 A (54)*

Bureau of Textbook Research In connection with the plan for educational development, the government of India proposes to set up a Central Bureau of Textbook Research with the following functions: (1) to make a critical survey of current textbook literature; (2) to promote sound educational criteria and guiding principles for writing textbooks; (3) to prepare a comprehensive scheme of score cards, rating scales and check lists for appraising textbooks; and (4) to make a beginning with the preparation of model textbooks. In the first instance, research at the Bureau will concern itself with different subjects of the school stage only. *IBE — 371.329 (54)*

All-India Educational Conference The 28th session of the All-India Educational Conference under the auspices of the All-India Federation of Educational Associations was held in Calcutta from 27th to 31st December, 1953. Over 3,000 teachers of different grades from all the states in India attended. An exhibition of teaching aids, specimens of pupils' handicrafts, scientific demonstrations and books was also organized. *IBE — 37 N (54)*

INDONESIA

Technical Board Established To lessen the chances of the measures taken by school administrative authorities being so empirical in character, a research board has been established in connection with the Ministry of Education, whose duty it will be to undertake inquiries and studies on various educational problems and to advise the Minister on the same. *IBE* — 379.3 (92)

Agricultural Teaching The faculty of agriculture of the Gadjah Maha Governmental University has awarded, for the first time, four diplomas in agriculture. *IBE* — 378 (92)

ITALY

Study Tours A centre for study tours for secondary school pupils was set up in 1952, with an Under-Secretary of State for Education as its president and its headquarters in Rome. The aim of the new centre is to develop and organize educational tours at home and abroad for Italian pupils, and for foreign pupils in Italy, and to help create and develop contacts between Italians and foreign teachers and pupils. *IBE* — 371.256 (45)

Training of Specialists for Industrial Administration A higher institute for industrial administration was recently opened in Turin. It is intended for persons already in possession of a university diploma who wish to occupy responsible posts in the administration of industries. *IBE* — 378.6 (45)

JAPAN

Combined Courses or Separate Subjects There has been a good deal of criticism about the programme of social studies introduced into Japanese schools after the war. Many people have felt that there should be a return to the old system with moral education, history and geography taught as separate subjects, in order to prevent a lowering of the standard of knowledge and understanding of these subjects. *IBE* — 375.03 (52)

MEXICO

Proposed Appointment of Educational Attachés One of the recommendations proposed at the last National Conference on Secondary Education was that a post of "educational attaché" should be created in the diplomatic service in connection with the Mexican consulates and embassies in the educationally most advanced countries. *IBE* — 379.82 (72)

Transfer to the University City Some of the new buildings of the "University City of Mexico" are nearing completion and it is expected that during 1954 the faculties of law, science, philosophy and arts, and the schools of economic science, commerce, engineering and architecture will move into them. *IBE* — 378 (72)

NETHERLANDS

Vocational Guidance In The Hague, a special committee has been entrusted with the vocational guidance of the intermediate and senior secondary pupils before the secondary school leaving examination. In the town of Apeldoorn, information on various vocations was given at meetings of secondary school pupils organized for the purpose. *IBE* — 377.944 (492)

NEW ZEALAND

Stability of Teaching Posts The new salary scale which has been operating in New Zealand for the past year goes much further than any previous scale in the direction of 'paying the teacher and not the position'. As a consequence, it removes the main cause of over-frequent changes in school staffs, and makes it possible for teachers to benefit from an increase in salary without changing posts. *IBE* — 371.15 (931)

Organizing Teachers At the requests of the teachers' executive, the Director of Education in New Zealand is prepared to consider the possibility of appointing two or three organizing teachers in particularly difficult areas as a trial re-introduction of the scheme. The two chief reasons for the delay in carrying out the proposal up to the present have been the continuing shortage of teachers and the extra costs involved. *IBE* — 371.19 (931)

Transport of Pupils In order to make attendance at school possible for children living in districts where communications are difficult, the school authorities in New Zealand have signed contracts with certain transport enterprises, and in some cases they supply the teacher with a car and make a special allowance to him for driving the children to school. Very often families living in the neighbourhood offer a mid-day meal to the pupils who cannot return home for it. *IBE* — 371.27 (931)

PAKISTAN

Extension of Schooling Primary education for girls is now being made compulsory in Khairpur State; it has already been made compulsory for boys. This same state has also undertaken a "village uplift programme" and is endeavouring to popularize cottage industries, and to extend the provision of textile mills. *IBE* — 379.61 — 374 (549)

Schools for Miners and Their Children Six primary schools for miners and their children, providing free education and free textbooks and writing materials, have been opened in the Punjab and Baluchistan. During the past two years, the attendance at these schools has increased considerably, and it is now proposed to establish two more similar schools. *IBE* — 372.22 — 374 (549)

Liaquat Medical College The foundation stone of the Liaquat Medical College at Hyderabad, Sind, was laid on 6th January, 1954. A hospital with a capacity of 500 beds is to be attached to the College, as well as a separate eye hospital and anti-malaria research centre. *IBE* — 378 (549)

PERU

Social Welfare of Teachers As from 1st January, 1954, teachers and professors at all the different levels of public education, as well as other State officials, will benefit from social insurance covering sickness, maternity, disability, old age and death. *IBE — 371.15 (85)*

Public and Private Education Henceforth the examination requirements for pupils of private collegiate secondary schools will be identical with those for pupils of the public schools of the same standing. *IBE — 379.4 (85)*

Health Education Ten primary teachers who have been given special training are now helping to carry out the national programme of health education. Each of them has had two years of educational experience, and several of them know Kechua and Aymara, the languages commonly spoken in this district of the Andes. *IBE — 371.71 (85)*

PHILIPPINES

Best Pupils for Normal Schools The Republic of the Philippines is one of the few countries where the number of candidates for primary teaching exceeds the demand. Consequently, the standards for the selective admission of applicants to the public normal schools have been considerably raised and only the upper 25 per cent of the graduating class in the secondary schools are now eligible to sit for the examination. *IBE — 371.11 (914)*

Five-year Building Programme The Philippine congress recently authorized the appropriation of \$P 20,000,000 annually for a period of five years for the construction, reconstruction and repair of public primary school buildings, as a result of which the Bureau of Public Schools is embarking on an extensive school building programme during the next five years. Voluntary organizations, parent-teacher associations, and the people themselves are also helping, either by contributing money or by providing materials or labour. *IBE — 371.6 (914)*

PORTUGAL

Encouragement of Children's Literature Since October, 1952, a special committee appointed for the purpose has been advising the government on measures which will influence the type of literature produced for children and help to develop children's libraries. More recently, the educational section of the General Directorate of Primary Education has taken on particular duties with regard to children's literature and has appointed a special service to deal with the development of libraries in primary schools and the diffusion of books among the pupils and former pupils. *IBE — 371.861 (469)*

SPAIN

Teachers' Salaries An increase in primary teachers' salaries in Spain came into effect on 1st January, 1954. The new salary scale classifies the 66,091 men and women teachers in service into the following nine categories : 22,000 pesetas (1,000 teachers) ; 20,000 pesetas (2,500 teachers) ; 18,500 pesetas (5,000 teachers) ; 17,000 pesetas (7,500 teachers) ; 15,500 pesetas (12,000 teachers) ; 14,000 pesetas (12,000 teachers) ; 12,500 pesetas (12,000 teachers) ; 11,000 pesetas (12,090 teachers) ; 10,000 pesetas (2,001 teachers). *IBE — 371.15 (46)*

Salaries of School Inspectors The salary scale applicable to men and women school inspectors, as from the beginning of 1954, classifies the 377 primary inspectors actively employed as follows : 11 inspectors to receive 32,200 pesetas a year ; 26 inspectors, 30,800 pesetas ; 34 inspectors, 28,000 pesetas ; 53 inspectors, 25,200 pesetas ; 57 inspectors, 22,400 pesetas ; 60 inspectors, 18,200 pesetas ; 64 inspectors, 16,600 pesetas ; and 72 inspectors, 14,000 pesetas. *IBE — 379.31 (46)*

To Accelerate School Building The new law on school building stipulates that, for a period of ten years, the State budget shall provide the necessary credits for the annual construction of a thousand schools, including living accommodation for the teachers. While decentralizing the administrative procedure to be followed by the municipalities seeking State aid, the law appeals for the help of individuals and encourages loans. *IBE — 371.6 (46)*

New School Curricula In furtherance of the secondary school reform in Spain, the official bulletin of the Ministry of National Education for 10th February, 1954, has published in extenso the new curricula and the educational directives concerning secondary education. *IBE — 373 (46)*

Exceptional Measures for Secondary Teachers Secondary school teachers actively engaged in teaching, who have obtained their posts as the result of a competitive selection, may be admitted for training for a doctorate even if they have not passed the examination for a first degree. *IBE — 371.15 (46)*

Final Examinations of Prospective Teachers The official bulletin of the Ministry of National Education for 8th March, 1954, publishes the text of the questions set at the final examination for normal school pupils for the award of the primary teacher's diploma. *IBE — 371.12 (46)*

Women at the University Whereas in 1915-1916 the number of young women enrolled in the Spanish universities was only 2% of the total number of students (438 women and 21,029 men), by 1951-1952 the percentage had risen to nearly 18% (8,073 women and 44,866 men), representing an increase of 1,743%. *IBE — 376.1 — 378 (46)*

SWEDEN

Exchanges between Town and Country The headmasters of the senior secondary schools (*gymnase*) of Blackeberg (Stockholm) and of Falun arrange to exchange for a week at a time half of the pupils from a

certain class at the one school with half of the pupils in a parallel class at the other school. The pupils thus exchanged live with the families of their comrades. While various sports are organized at Falun for the young town dwellers, the children from the country visit the Stockholm museums and attend a theatrical show. *IBE* — 371.386 (485)

School for German-speaking Children

A school for German-speaking children was opened at Stockholm in the autumn of 1953. The majority of the pupils belong to the German families who have emigrated to Sweden. *IBE* — 379.821 (485)

SWITZERLAND

Shortage of Teachers

The growing need for teachers has led the authorities of the canton of Bern to institute a one-year emergency course for candidates who have passed the *maturité* examination. The course was opened in November, 1953. *IBE* — 371.12 (494)

New Centre for the Training of Educationists

By agreement between the five French-speaking cantons and the Bernese Jura district (also French-speaking), a centre for the training of teachers for mal-adjusted children is to be opened in Lausanne in the spring of 1955. *IBE* — 371.19 (494)

Foreign Students

It is interesting to note the relationship in Switzerland between Swiss students and foreign students. According to the Swiss Statistical Yearbook, out of a total of 12,462 students enrolled in Swiss universities during the winter semester 1952-1953, 3,526 students, representing 26%, were foreigners. The University of Geneva has the highest proportion of foreign students, there being 1,218 of the latter compared with only 1,052 Swiss students. In this case, therefore, foreigners exceed nationals. *IBE* — 379.821 (494)

Competition of Schoolchildren's Drawings

In connection with the XIth Swiss Exhibition of Agriculture, Forestry and Horticulture, which is due to be held in Luzern from 16th September to 16th October, 1954, the Swiss Society of Art Masters is organizing a drawing competition for boys and girls in their first to ninth school years on the theme of the exhibition: the farm, the forest and the garden. *IBE* — 375.72 (494)

UNITED KINGDOM

Headteachers Control Educational Expenditure

For some time past, the Hertfordshire Education Committee, which already spends a good deal more on education than the average for all the English counties, has been experimenting with the policy of giving head teachers complete discretion in spending money for school needs. Each headteacher is allowed a lump sum on a per capita basis to buy certain materials and equipment direct instead of putting the requisition to the education authority. The experiment is now to be extended in 20 selected schools to other classes of expenditure which cannot be allotted on a per capita basis, such as heating and lighting. *IBE* — 379.32 (42)

**Teachers for
Further Education**

The Ministry of Education for Northern Ireland has appointed a committee to investigate and make recommendations concerning recruitment, educational qualifications, and training of full-time teachers for institutions of further education. The committee will also consider whether the present requirements in regard to qualifications should be amended for training these teachers.
IBE — 371.11 — 371.12 (416)

**Shortage of Science
Teachers**

In a report to the Ministry of Education, the advisory council which was appointed to study teacher training considered that the problem arising from the shortage of qualified teachers for mathematics and science should be tackled on a national scale, since the measures taken by the Ministry and the local education authorities had proved inadequate. The shortage was due to a large extent to the increase in the school population, but also to the growing importance of research in the universities and the needs of industry.
IBE — 371.11 (42)

**Physical Education
Syllabus**

In view of the great advances made in physical education methods during recent years, the Scottish Education Department has now issued a draft syllabus prepared by a committee representing organizers, lecturers, and H. M. Inspectors of Physical Education, which takes into account modern trends. The new syllabus is divided into seven parts, each appropriate to a primary school stage, and will ultimately form part of a comprehensive syllabus of physical education including sections on games and dancing as well as physical exercises. The Department recommends that the draft syllabus be adopted for use in primary schools throughout Scotland for an experimental period of at least a year. It will then be possible to see to what extent the educational authorities are able to provide the necessary equipment and to arrange for the instruction of their class teachers in modern methods. The success of the scheme will depend upon this provision. *IBE — 371.73 (41)*

“ Flying Classrooms ”

Schoolchildren in Birmingham now have the opportunity of an unusual type of geography lesson. Arrangements have been made for seats on certain of the Birmingham-London flights of the British European Airways, three times a week, to be allocated to schoolchildren, accompanied by teachers. The children are provided with maps and given sheets from the pilot's log-book to enable them to identify landmarks along the route. They return from London twelve hours after setting off by the morning plane. Reduced return fares are available for those taking part in the new scheme. *IBE — 375.41 (42)*

Bilingual Schools

In view of the noticeable decline in the use of Welsh in many parts of the country, the Central Advisory Council (Wales), in its report, recommends that the children throughout Wales should be taught Welsh and English, and that they should be introduced to the second language when they entered the junior school at about the age of seven years. *IBE — 375.122 (429)*

Blackboards in Disfavour

The "Development Group" appointed by the Ministry of Education to study school building considers a building's colour scheme to be of great importance. It should be a positive rather than a neutral element in the environment. For this reason, the group recommended that the traditional blackboard should be abandoned because of its unfortunate effect on a room's colour scheme and that it should be replaced by a "chalkboard" in another dark colour, such as red, brown, green or grey. *IBE — 371.63 (42)*

UNITED STATES**Public Opinion and the School System**

The city of Denver, Colorado, believes in finding out what its citizens think about its school system, by taking a poll of public opinion and testing pupil progress every third year. The original poll was in 1950 when 49 per cent of the residents felt that the system was doing a "good job". In the 1953 follow-up poll, 59 per cent were of this opinion. The percentage of parents who felt that their children were receiving enough individual attention and thoughtfulness was 53 in 1953, compared with 39 per cent in the original poll. *IBE — 379.5 (73)*

Higher Education Scholarships

Under the "Early Admissions Program" supported by the Fund for the Advancement of Education, the following eleven widely scattered and varied American colleges and universities have agreed to award scholarships to 300 young men and women for the academic year 1954-1955: Chicago, Colombia, Fisk, Goucher, Lafayette, Louisville, Morehouse, Oberlin, Shimer, Utah, and Wisconsin. These scholarships are renewable or partially renewable at each of the cooperating colleges. Generally speaking, the basis of the awards are (1) quality of high school record; (2) recommendation of the high school principal; (3) performance in examinations administered by the member colleges; and (4) evidence of emotional stability and personal performance. *IBE — 379.67 — 378 (73)*

Children's Emotional Troubles

The Department of Psychiatry of Columbia University, New York City, has been directing a survey of the primary school children in the United States, over a period of three years. The survey has covered more than 2,500,000 children, representing about one-tenth of all the children in the primary schools, and extended to every state. From the results it would appear that about ten per cent of such children are emotionally disturbed and need mental guidance, and that most schools lacked trained staff or facilities to deal with the problem in an adequate manner. *IBE — 37 P — 377.91 (73)*

Educable Mentally Handicapped Children

The University of Illinois Institute for Research on Exceptional Children, which was organized a year ago to coordinate activities of the various state agencies and the university, is developing a programme of public education for trainable

mentally handicapped children, with the cooperation of the State Department of Public Instruction and twelve Illinois school districts. This is the first time that such a programme is to be tested and evaluated prior to enactment into law. *IBE* — 371.92 (73)

U. S. S. R.

New Ministry A new Ministry, that of Higher Education, has recently been established. Formerly everything concerned with higher education came under the Ministry of Culture. *IBE* — 379.2 — 378 (47)

Home and School Since the education of children by their parents is an inherent part of communist education in general, the party and the government attach great importance to the educative role of the family. By the decree passed on 1st September, 1953, concerning the working day, parents are to be allowed more free time to devote to their children. Both fathers and mothers should realize that the duties of a parent are equally important to society and to the State as the productive work of an industrial enterprise, a collective farm (*kolkhoz*), or an administrative organization. *IBE* — 371.02 (47)

Education of Handicapped Children Handicapped children (the blind, deaf-and-dumb, and mentally retarded) and delicate children must attend special schools providing general education, the duration of the school course being naturally longer than in the ordinary schools. *IBE* — 371.9 (47)

VENEZUELA

Seminars for Educationists A seminar for directors of education has examined the problems relative to rural education (rural social centres, school farms, etc.). Another on vocational education brought together the principals of the chief establishments for commercial, agricultural, domestic science, handicraft and industrial teaching. The agenda in each case included the study of the aims of the various courses, the length of studies, coordination with other subjects, diplomas awarded, centralized or decentralized organization, teacher status, etc. *IBE* — 371.291 — 373.5 (87)

INTERNATIONAL EDUCATIONAL ACTIVITY

Increase of Expenditure on Education Of the fifty countries supplying data relative to educational expenditure for the year 1952-1953 for publication in the International Yearbook of Education, only one refers to a reduction, and only one to an absence of change in the budget allowances. In exceptional cases the increase was as much as 70%, 66%, and 42%, compared with the budget for the preceding year, but the average increase was in the region of 16%. Unfortunately, the effect of these increases was often neutralised, at any rate in part, by the rise in the cost of living. *IBE* — 379.32

**Women in High
Administrative Posts
in Education**

From the information collected by the International Bureau of Education relative to the leading officials in the Ministries of Education of 55 countries, it appears that of the 447 posts mentioned ranging from the head of the ministry to that of director-general, three women at the present time hold the post of minister, seven that of under-secretary of state, and one that of director-general. *IBE — 379 — 376.1*

Equivalence of Diplomas

Great Britain was the first country among those belonging to the Council of Europe to ratify the European convention relative to the equivalence of university diplomas, signed in Paris on 11th December, 1953. *IBE — 379.824 — 378.25*

**Proposed Large-scale
Coordination between
Latin-American
Universities**

The *Union de Universidades Latino-americanas* has published documents on the study plans of the Latin-American universities with a view to the reciprocal recognition of university studies, degrees and titles. Being fully aware of the importance of the training of the academic staff for higher education studies, the Union intends to establish a model teaching and research centre for each of the university subjects. The first of these pilot centres has already been established in connection with the School and Institute of Economics of the University of Chile. *IBE — 379.824 — 378.25*

**Spanish-Dominican
Cultural Agreement**

The cultural agreement between Spain and the Dominican Republic came into force with the exchange of the instruments of ratification. Apart from the reciprocal award of scholarships, the agreement makes provision for the exchange of professors and the recognition of titles and diplomas. *IBE — 379.824*

**Exchange of Secondary
Teachers**

The Ministries of Education of France and of England and Wales have agreed to the exchange of six secondary school teachers from each country for the school year 1954-1955. Teaching hours are to be sixteen per week. During the exchange year, the teachers will receive the salary equivalent to that of the teachers they replace. Travel expenses for the return journey will be met by the University Service for Relations with Other Countries. *IBE — 379.822 (44)*

**Foreign Languages
in Primary Schools**

More than 200 towns in the United States have organised exercises in foreign languages in the primary schools. Relations similar to those which already exist between the schools of Luchon (France) and Harrogate (England) are likely to be established between the American classes attempting this experiment and classes in France. *IBE — 371.386 — 379.82*

Films for Children

Delegates of the five signatory countries of the Brussels Pact have discussed means of increasing the production of educational films, the possibility of overcoming obstacles to their distribution on an international scale, and the technical aspect of piecing parts of the

film together and adding captions. They also sought to find a definition of the expression "film for children", which would be acceptable for all countries. *IBE — 371.364*

Interamerican Congress of Psychology

Arising out of the discussion at the Interamerican Congress of Psychology, held at Ciudad Trujillo from 10th to 20th December, 1953 (see Bulletin No. 109), several committees were formed, including a coordinating committee for the exchange of professors, students, films, and psychological material, a committee for the study and unification of Interamerican research to unify the definition of psychological terms, to study cultural deviants in tests, and to advance the publication and evaluation of psychological methods, and a committee for the study of thought patterns in the Americas to bridge the experimental and philosophical aspects of psychology through a systematic study of concepts in different age and social groups. *IBE — 37 N — 15*

Television and Education

The first Catholic International Conference on Television took place in Paris from 31st January to 7th February, 1954. One of the subjects on the agenda was the educational film in relation to television as a means of training young people. *IBE — 371.368*

Seminars on United Nations Teaching

Two seminars on teaching about the United Nations and the Specialized Agencies have recently been organized under the auspices of the World Federation of United Nations Associations, with the assistance of several of the Specialized Agencies. The first of these was held in Mogadiscio (Somalia under Italian Trusteeship), from 8th to 16th October, 1953, and brought together thirty-five full participants and fifty observers from Egypt, Italy, Kenya, Somalia, Tanganyika, Uganda and Zanzibar. The second seminar, organized for teachers from the countries and territories bordering the Pacific, was held from 4th to 11th April, 1954, in Manila (Philippines). *IBE — 375.825*

International Association of Teachers of Maladjusted Children

Freiburg-im-Bresgau (Germany) was the meeting place from 11th to 15th April, 1954, for the 7th international gathering to discuss problems of delinquent and socially maladjusted children and young people. Mr. Henri Joubrel (France) presided over the gathering in which 130 persons took part from the following countries: Belgium, France, Germany, Great Britain, Italy, Netherlands, Sarre, Switzerland, Turkey, and United States. The subject under discussion was the relationship between psychiatrists, psychologists, and specialist teachers in residential re-education homes and the limitations of their cooperation. *IBE — 371.93 — 377.91*

Prize for Children's Literature

The International Children's Centre (Château de Longchamp, Bois de Boulogne, Paris) has recently launched a "Children of the World" prize, worth 200,000 French francs, for the best book written in French for children between the ages of eight and eleven years. Manuscripts must reach the organizers before January 1955. *IBE — 371.862*

Teachers' Congresses

The second Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession will meet in Oslo (Norway) from 31st July to 5th August, 1954. From 29th to 31st July, the International Federation of Teachers' Associations (IFTA) and the International Federation of Secondary Teachers (FIPESO) will hold their annual congresses. It is expected that all the delegates of IFTA, FIPESO and WCOTP will meet in the evening of 31st July for the formal opening of the WCOTP Assembly. The Joint Committee of the three organizations will meet in Moscow on 9th August, 1954. *IBE — 371.18*

Study Conferences

The Netherlands Teachers' Organization is arranging for three study conferences to be held during the summer of 1954, to which members of teachers' unions from several other countries are invited. They are as follows: (A) 24th to 31st July, near Rotterdam (in English), on the theme "School and Society"; (B) 31st July to 7th August, at Ulvenhout, near Breda (in French), on the theme "Towards a United Europe"; (C) 31st July to 7th August, near Amsterdam (in German), on the same theme as Course A, but for students in training and young teachers. *IBE — 37 N*

**International Camps
for Young Teachers**

The Ministry of Education in Austria is organizing several international camps for young teachers and leaders of European youth movements during the 1954 summer holidays, as follows: (1) 2nd to 14th August, and 16th to 28th August, at Zell am See, Salzburg, on the theme "European Problems and Extrascholastic Activities"; (2) 8th to 14th August, at the Château of Heroldeck, Carinthia, an international week of song; (3) 8th to 14th August, also at the Château of Heroldeck, on children's literature. Various recreational activities will be included in each case. *IBE — 37 N*

**Congress of Welfare
of Cripples**

The Sixth World Congress of the International Society for the Welfare of Cripples is to be held at The Hague, Netherlands, from 13th to 17th September, 1954. Awards for outstanding films in the rehabilitation field which have been produced since 1951, and judged for their international utility, will be presented as a feature of the congress. *IBE — 371.916 — 37 N*

**The Role of Museums
in Education**

The role of museums in education is to be the theme of the international seminar to be held in Athens, from 20th September to 10th October, 1954, under the auspices of Unesco, in collaboration with the Greek government. *IBE — 371.65*

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan for the Classification of Educational Documents" used by the Bureau.

37 A COMPARATIVE EDUCATION

PALACÍN IGLESIAS, Gregorio B. *La educación en Latinoamérica*. Miami, Florida, The University of Miami, Coral Gables, 1952. 135 p. roneogr. — A series of lessons given at the Teachers College of the University of Miami on school organization in the countries of Latin America, preceded by a study on the main educational problems facing these countries and the differences in Latin America and U.S.A. educational systems. (IBE)

37 A (42) EDUCATION IN ENGLAND

ALEXANDER, W. P. *Education in England*. The National System—How it Works. London, Newnes Educational Publishing Co., 1954. 148 p. App. — A description of the school system in England and Wales, covering all fields of education, including the relations between the Ministry of Education and the local education authorities, teachers' associations, universities and private schools, and dealing also with the financing of education, the establishment and administration of schools, further education courses, universities, and the training of teachers for the special services. A list of institutions from which supplementary information on various aspects of the educational life in England can be obtained is given in an appendix. (IBE)

37 A (47) EDUCATION IN U.S.S.R.

GODIER, Thérèse, RABIER et SECLÉT-RIOU. *L'école. Du jardin d'enfant à l'Université*. Paris (Association France—U.R.S.S.) n.d. 47 p. Graph. Bibl. (Série : Connaissance de l'U.R.S.S., No. 1). — A brief outline of the characteristics, aim and organization of the educational system in U.S.S.R. (IBE)

37 B HISTORY OF EDUCATION

CURTIS, S. J. and BOULTWOOD M. E. A. *A Short History of Educational Ideas*. London. University Tutorial Press, 1953. 516 p. — History of education for use in training colleges, dealing with the ideas of the great teachers, from Socrates and Plato to the most important educationists of the XXth century, and their influence on the evolution of teaching and methods. (IBE)

37 B HISTORY OF EDUCATION

HUBERT, René. *Historia de la pedagogía*. Realizaciones y doctrinas. Buenos Aires, Kapelusz, 1952. 332 p. (Biblioteca de cultura pedagógica, No. 34). — Translation into Spanish of a book published in 1949 by the "Presses universitaires de France", under the title "Histoire de la pédagogie". (IBE)

37 C BIOGRAPHIES — 370 THEORY OF EDUCATION

URMENETA, Fermín de. *La doctrina psicológica y pedagógica de Luis Vives*. Barcelona, Consejo superior de investigaciones científicas, Instituto "San José de Calasanz" de Pedagogía, Sección de Barcelona, 1949. 638 p. Bibl. (60 p.). —

This very detailed study of the psychological and educational conceptions and principles of Vives, by an assistant professor at the University of Barcelona, completes the already large bibliography on the great Spanish educationist of the Renaissance. (IBE)

37 C BIOGRAPHIES — 15 PSYCHOLOGY

A History of Psychology in Autobiography. Vol IV. Edited by Herbert S. Langfeld, Edwin G. Boring, Heinz Werner, Robert M. Yerkes. Worcester (Mass.), Clark Univ. Press, 1952. 356 p. — This fourth volume of a history of psychology in the form of autobiographies of the most eminent psychologists contains the autobiographies of: Walter Van Dyke Bingham, Edwin Garrigues Boring, Cyril Burt, Richard M. Elliott, Agostino Gemelli, Arnold Gesell, Clark L. Hull, Walter S. Hunter, David Katz, Albert Michotte, Jean Piaget, Henri Piéron, Godfrey Thomson, L. O. Thurstone and Edward Chace Tolman. (IBE)

37 P EDUCATIONAL RESEARCH — 370.7 EDUCATIONAL EXPERIMENTATION

COREY, Stephen M. **Action Research to Improve School Practices.** New York, Teachers College, Columbia University, 1953. 161 p. Bibl. — The author differentiates "action research" from "traditional research" and, in order to avoid a divorce between school and educational research, defines "action research" by analysing experiences teachers and supervisors have had with it. Examples are taken from life at the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 370.46 PSYCHOLOGY OF EDUCATION — 370.47 SOCIOLOGY OF EDUCATION

FITZPATRICK, Edward A. **Philosophy of Education.** Milwaukee, The Bruce Publishing Company, 1953. 477 p. Bibl. App. Gloss. — A treatise of philosophy of education based mostly on psychology and sociology. The author endeavours to think anew the whole theory of education in considering the nature of man and the nature of education, heredity and environment. He then proceeds to a review of psychology and pedagogy of education (method, curriculum, tests), sociology of education (education and society), organization in education (administration, finance), and finally applies the central conceptions of the book to the most basic of educational problems: moral and religious education. (IBE)

370.3 PHILOSOPHY OF EDUCATION

REY-HERME, P. A. **Orientations pédagogiques.** Paris, Librairie P. Téqui, 1953. 142 p. (Collection "Notre Monde"). — The author's aim is to draw attention to the essential points of education, by analysing the elements to be coordinated, defining the characteristics of the educational environment and establishing a set of practical rules for those responsible for the education of future adults. (IBE)

370.9 FUNDAMENTAL EDUCATION — 375.12 MOTHER TONGUE

The Use of Vernacular Languages in Education. Paris, Unesco, 1953. 156 p. App. Bibl. (p. 146-149). — A study of many complex and difficult problems arising from the application of the principle that education is best carried on through the mother tongue of the pupil, including the report of a meeting of specialists (Paris, 1951), and preceded by a brief survey of the world situation. (IBE)

370.9 FUNDAMENTAL EDUCATION — 374 ADULT EDUCATION

ALLEN, H. B. **Rural Reconstruction in Action.** Experience in the Near and Middle East. Ithaca, New York, Cornell University Press, 1953. 204 p. Illus. — The author shows that fundamental education pilot projects with capable,

dedicated leadership, and with proper methods, have not only been highly successful but have proved to be foundation stones for more ambitious schemes of rural improvement. The most successful leaders are those who live among the people and partake of their life. (IBE)

371.02 EDUCATION IN THE HOME

ARKINE, E. A. **Roditeliam o vospitanié.** Vospitanié rebiénka v semie ot goda do zrelosti. Moskva-Leningrad, Izdatielstvo akademii pedagogicheskikh Naouk R.S.F.S.R., 1949, 339 p. Tabl. — Home education principles for parents. The main chapters deal with : education of children from 1 to 3 years of age ; from 3 to 7 years of age ; at school age ; education and self-education of adolescents ; and a few particular problems (whims, nervous children), and are completed with tables on food nutritive value, types of menus for children from 1 to 3 years of age, appropriate size of furniture for children of various ages, etc. (IBE)

371.02 EDUCATION IN THE HOME

Enfance et famille. IV^e Congrès du B.I.C.E. à Constance. Paris, Editions Fleurus, 1953. 127 p. (Tiré à part du No. 48 de la revue "Educateurs"). — A selection of the working-papers of the Fourth Congress of the Catholic International Bureau for Childhood, dealing especially with the role of the family in the education of children, and the need for the family to cooperate with the different factors in such education. (IBE)

371.12 EDUCATION OF TEACHERS — 37 A COMPARATIVE EDUCATION

RICHARDSON, C. A., BRULÉ, Hélène, SNYDER, Harold F. **The Education of Teachers in England, France and U.S.A.** Paris, Unesco, 1954. 341 p. Bibl. Problems in Education-VI). — One of the two studies published by Unesco as a contribution to the Sixteenth International Conference on Public Education (Geneva, July 1953), examining the position in three highly developed educational systems (England, France, U.S.A.) which have evolved characteristically different methods for training their teachers. (IBE)

371.12 EDUCATION OF TEACHERS — 371.291 RURAL SCHOOLS — 37 A COMPARATIVE EDUCATION

The Training of Rural School Teachers. Paris, Unesco, 1953. 164 p. Bibl. (Problems in Education). — Four national studies : (a) Brazil (by Prof. Lourenço Filho) ; (b) Gold Coast (by L. A. Creedy) ; (c) India (by Dr. E. A. Pires) ; (d) Mexico (by Prof. Isidro Castillo), on rural teacher training, intended to form one of the working-papers of the Sixteenth International Conference on Public Education convened jointly by the International Bureau of Education and Unesco (Geneva, July 1953), dealing with the training and status of primary school teachers. (IBE)

371.142 PREPARATION OF LESSONS — 371.30 DIDACTIC PRINCIPLES

MENICUCCI, Mimi. **Prepara la tua lezione.** La preparazione immediata nelle lezioni delle scuole elementari con tutte le applicazioni e gli esercizi relativi. Torino, Paravia, 1953. 422 p. — No matter what the subject, the competent teacher will never present it as an isolated topic. On the contrary he will use it as a pivot for linking and applying different teachings, thus broadening the lesson into a cycle of lessons and making teaching more efficient on account of its less fragmentary character. Twenty of these lessons cycles are given as an example of such primary school teaching. (IBE)

371.26 (85) METHODS OF EXAMINATION AND CONTROL OF PUPILS (Peru)

Manual de pruebas pedagógicas objetivas. Lima, Perú, Ministerio de Educación pública, Departamento de Pedagogía, Boletín No. 4, 1951. 197 p. App. Bibl. — A descriptive and critical review of the modern techniques applied during

three consecutive years in evaluating the educational results in the 5th and 6th classes of the cities of Lima, Callao and Bañeros. (IBE)

371.263 SCHOLASTIC TESTS

MIALARET, Gaston *L'éducateur et la méthode des tests*. Préface de René Zazzo Paris, Editions du Scarabée, 1953. 135 p. (Collection "A la découverte de l'enfant"). — A summary of the principles ruling the methods of examination based on statistics applied to psychology, and the possible use of such tests. The author insists on conducting the examination with rigour while interpreting the results with caution and making allowances for shades of meaning. (IBE)

371.264 METHODS OF PSYCHOLOGICAL DIAGNOSTICS — 377.94 VOCATIONAL GUIDANCE

HUTH, Albert. *Handbuch psychologischer Eignungsuntersuchungen*. Speyer, Pilger-Verlag, 1953. XXIV-436 p. Illus. — A very complete review of the problems concerning selection and guidance of youth. After a general study of the psychological examinations used for the diagnostics of personality, the author describes 58 current tests, classified according to different ages, from the primary school age to adulthood. (IBE)

371.291 RURAL SCHOOLS

L'école à classe unique et l'école à deux classes. Organisation pédagogique. Paris, Bourreller, 1952. 245 p. Fig. Table (Cahiers de pédagogie moderne). — A selection of experiments and advice intended to help the teaching staff to solve the concrete problems arising from organization and teaching (mother tongue, arithmetic, lessons in common, graphic, manual and artistic activities, physical culture) in a rural school of one or two classes. (IBE)

371.291 (436) RURAL SCHOOLS (AUSTRIA)

LANG, Ludwig. *Landschulerneruerung, Landschulplan*. Landschulreihe Schriften zur Landschulerneruerung. Band V: Versuchsschularbeit für Land und Stadt (1). Wien, Österreichischer Bundesverlag für Unterricht, Wissenschaft und Kunst, 1953. 83 p. — A history of the rural school in Austria since the end of the war (1945), and the influence of three national congresses: rural education in Austria (1947); rural school buildings (1949); rural children and young people (1951). The second part of the book deals with the organization of rural schools in 1953: aims, conditions, differentiations, methods of work, teaching through centres of interest, school and country; revision of plan of studies. (IBE)

371.291 (436) RURAL SCHOOLS — 371.43 ACTIVITY SCHOOL (AUSTRIA)

SCHMIDBERGER, Gustav. *Die Landschule als Lebens- und Arbeitsschule*. Landschulreihe, Schriften zur Landschulerneruerung Band V: Versuchsschularbeit für Land und Stadt (2). Österreichischer Bundesverlag für Unterricht, Wissenschaft und Kunst, 1954. 102 p. — Experiments conducted in certain rural schools of Upper Austria on making school a better preparation for life. General considerations and description of practical work carried out concerning: activity school, weekly time-table, plan of studies, record cards, class notebook, library, handicrafts for boys, school garden, botany, zoology, geography. (IBE)

371.30 DIDACTIC PRINCIPLES — 371.4 SYSTEMS OF EDUCATION

PALMADE, Guy. *Les méthodes en pédagogie*. Paris, Presses universitaires de France, 1953. 116 p. Bibl. (Collection "Que sais-je?"). — A popular study reviewing the present various trends in school education and their sources of inspiration. (IBE)

371.30 (47) DIDACTIC PRINCIPLES (U.S.S.R.)

SECLET-RIOU. *Les méthodes d'enseignement en U.R.S.S.* Paris (Association France-U.R.S.S.) n.d. 44 p. Bibl. (Série: Connaissance de l'U.R.S.S., No. 2). — Soviet education and its orientation, methods, principles and present techniques of teaching in the U.S.S.R. (IBE)

371.30 (47) DIDACTIC PRINCIPLES — 37 I POLYGRAPHY (U.S.S.R.)

SEMENOV, D. D. *Isbrannye pedagogicheskie sochineniia*. Moskva, Izdatielstvo Akademii pedagogicheskikh Naouk R.S.F.S.R., 1953. 398 p. Bibl. (Supplément au journal "La pédagogie soviétique", 1953). — A selection of D. D. Semenov's writings on education: childhood souvenirs of the Mariinsky High School for Girls; first meeting with Ouchinsky; problems encountered in teaching the Russian language; the teaching of geography based on a study of the environment; teacher training. (IBE)

371.301 PROJECT METHOD

CALIENDO, Cosimo. *Il metodo dei progetti*. Rovigo, Istituto Padano die Arte grafiche, 1952. 120 p. Bibl. — In order to understand the real value of the project method the author deems it necessary to know the educational and social conceptions from which it is derived, and therefore briefly recalls the works of the two American educationists, Dewey and his disciple Kilpatrick, before presenting the method itself. (IBE)

371.329 TEXTBOOKS

DAL PIAZ, Riccardo, and BITELLI, Giovanni. *Esame e scelta di un libro di testo per la scuola elementare*. Torino, Paravia, 1952. 120 p. — According to new regulations, since 1948 the choice of textbooks in Italy is left with the teachers. These considerations on textbooks are intended to guide the teachers in their choice and help them to develop a sense of criticism and objectiveness in judgment. (IBE)

371.364 EDUCATIONAL FILMS — 778.53 CINEMA

THOMET, M. et HEBRAUD, Y. *Le film au service de la première éducation*. (Enfants de 5 à 7 ans). Film fixe et film animé. Paris, Bourreller, 1954. 96 p. Illus. (Cahiers de pédagogie moderne). — Different lectures delivered at the Nursery-infant Schools Congress (Toulouse, 1952), exposing the educational and psychological problems raised by the projection of lantern slides or films to children from 5 to 7 years of age, and including technical advice on the cinema. (IBE)

371.368 (73) TELEVISION (U.S.A.)

NEWSOM, Carroll V. *A Television Policy for Education*. Proceedings of the Television Programs Institute Held under the Auspices of the American Council on Education at Pennsylvania State College. April 21-24, 1952. Washington, American Council on Education, 1952. 266 p. — Report of the proceedings of the conference held at Pennsylvania State College by the Educational Television Programs Institute during which many educationists and specialists examined the possible use of television in education. This volume also reports results of experiments with television in high schools, colleges, armed force centres and generally in adult education. (IBE)

371.38 ACTIVITY METHODS — 375.41 GEOGRAPHY

PLANER, Georg & RAMM, Kurt R. S. *Der Sandkasten und andere Arbeitsmittel für die Heimatkunde*. Nürnberg, Die Egge 1951. 48 p. (Arbeitsmittel für die Volksschule, Heft 4). — A pamphlet dealing with the equipment, methods and technique required for the use of sand in the classroom. A description of a few other techniques used in activity schools is given in an appendix. (IBE)

371.293 (43) OPEN-AIR SCHOOLS — 371.256 (43) SCHOOL CAMPS (GERMANY)

Schullandheime in der Bundesrepublik Deutschland. Herausgegeben zur Bundestagung des Verbandes deutscher Schullandheime e.V. in Bremen und Oldenburg, 1953. 65 p. — Aims and principles of school homes in the country, where pupils of urban schools are offered a few weeks of activity in a different environment. A detailed list is given of 143 primary school and 59 high school homes. (IBE)

371.42 (43) SCHOOL REFORM (GERMANY)

CRAMER, Hans & STEHLER, Adolf. **Schulreform in Bayern.** Arbeitsergebnisse der Stiftung zum Wiederaufbau des bayrischen Erziehungs- und Bildungswesens. Bad Heilbrunn (OBB), Julius Klinkhardt, 1953. 142 p. — A general summary of the activity of the Bavarian foundation for the re-organizing of educational institutes and of the educational study weeks organized by this foundation at Kempfenhausen. The most important pages deal with primary and secondary schools. (IBE)

371.43 (44) NEW EDUCATION (FRANCE)

COUSINET, R. et CHATELAIN, F. **L'état présent de l'éducation nouvelle.** Position de l'Ecole nouvelle française. (Paris), Les Presses d'Ile de France, 1953. 40 p. (L'école nouvelle française, No. 19). — In giving the history of the new education and an account of the work accomplished in that field, the authors reach the conclusion that the spirit of new education is now better understood and that its application in France occupies an important place in secondary teaching. They give a warning against possible deviations in the techniques as well as in the principles of this movement. (IBE)

371.43 DECROLY METHOD

GRILLANDINI, Aldo. **Il metodo Decroly.** Rovigo, Istituto padano di arti grafiche, 1952. 67 p. — A brief criticism of the educational ideas and procedure of Ovide Decroly. A short summary of the team-work method of Roger Cousinet is given in an appendix. (IBE)

371.43 NEW EDUCATION

WASHBURN, Carleton. **Che cos'è l'educazione progressiva?** Firenze, La Nuova Italia, 1953. 150 p. (Educatori antichi e moderni, No. 133). — Translation into Italian, by Enrico Zallone, of a book published in 1942 by The John Day Company, New York, under the title: *What is Progressive Education?* (IBE)

371.44 CHILDREN'S COMMUNITIES

FERRIÈRE, Adolphe. **Le home chez nous.** La Clochette sur Lausanne. Paris, Presses d'Ile de France, 1953. 38 p. (L'école nouvelle française, No. 20). — The founder of the International League for New Education relates the history of the home for children "La Clochette", and describes the life of this gay community of otherwise homeless children. (IBE)

371.453 CHRISTIAN EDUCATION (PROTESTANT)

HAMMELSBECK, O., MINEAR, Paul S., NIFTRIK, G. C. van, **Erziehung und Menschenbild.** Zum Problem der "christlichen" Schule. München, Chr. Kaiser, 1953. 76 p. — Three reports presented at the Conference on Christian Education held in 1952 at the Château de Bossey (Switzerland): (a) man and education; (b) Adam and the educationist; (c) the state, the church and education, and the responsibility of the church in the field of education. (IBE)

371.461 RUDOLF STEINER EDUCATION

SCHWEBSCH, Erich. *Erziehungskunst aus Gegenwart des Geistes*. Gesammelte Aufsätze aus dem Leben der Freien Waldorfschule. Stuttgart, Verlag Freies Geistesleben, 1953. 178 pp. (Menschenkunde und Erziehung, Band 4). — A selection of the monographs of the authority on Rudolf Steiner education, the late Dr. Erich Schwesb, covering (a) teaching based on spiritual awareness and perception, (b) child psychology, (c) knowledge of man, (d) eurhythmy, (e) fairy stories in education, (f) the role of independent schools, and (g) the question of comprehensive schools. (IBE)

371.461 RUDOLF STEINER EDUCATION — 375.251 BOTANY — 370.46 EDUCATIONAL PSYCHOLOGY

GROHMANN, Gerbert. *Pflanze, Erdenwesen, Menschenseele*. Ausführungen zum Seminarkurs Rudolf Steiners mit dem Lehrerkollegium der Freien Waldorfschule Stuttgart 1919. IX, X and XI Seminar: Der Pflanzenkunde-Unterricht im Volksschulalter. Stuttgart, Verlag Freies Geistesleben, 1953. 118 pp. (Menschenkunde und Erziehung, Band 3). — On the basis of Rudolf Steiner's teacher training course given in 1919 in Stuttgart, the author shows in detail the relation between the content of the botany syllabus and the stages in the physical, emotional and mental development of a child. (IBE)

371.6 SCHOOL BUILDINGS

FISCHER, Alfred. *Neue Wege im Schulbau*. Sonderheft der Zeitschrift "Badische Werkkunst", herausgegeben vom Landesgewerbeamt Karlsruhe. 1953. 155 p. Index. Illus. Photogr. — A general picture of modern post-war school architecture, with examples of school design in Belgium, Denmark, England, Sweden, Switzerland, U.S.A. and especially in Germany. The part dealing with Germany contains the description, with plans and many technical indications, of primary schools, vocational schools and agricultural schools. A few details on children's and adolescents' villages with the recommendations adopted by the Congresses of School Architecture at Stuttgart (1950) and Jugenheim (1951) are given in an appendix. (IBE)

371.6 SCHOOL BUILDINGS

BEHRENDT, Fritz. *Die neue Schule im Bau*. Erziehungswissenschaftliche Bücherei, Reihe V, Theorie und Praxis der Bildungsorganisationen. Stuttgart, Klett, 1953. 134 p. — Problems concerning the design of modern rural and urban school buildings relative to the present demands of education in the equipment of classrooms and the choice of furniture. The book contains many illustration and plans. (IBE)

371.6 (42) SCHOOL BUILDINGS (ENGLAND)

GODFREY, J. A. and CLEARY, R. Castle. *School Design and Construction*. London, The Architectural Press, 1953. 373 p. Fig. Photos. — This practical textbook aims to provide a comprehensive review of all aspects of contemporary school design: 1) historical review; 2) planning of the main elements of accommodation (sites, playgrounds and playing fields); 3) functional requirements (lighting, heating, ventilation, sound insulation, drainage); 4) construction; 5) equipment. Throughout the book reference is made to the Building Regulations (1951) and Building Bulletins of the Ministry of Education. (IBE)

371.73 PHYSICAL EDUCATION

MINET, Jean. *Jeux gymnastiques et sportifs de plein air et d'intérieur*. Bruxelles, A. de Boeck, 1953. 307 p. Illus. — Description of 195 games not requiring equipment, 75 ball games, 75 football games, 75 games with other material and 200 variations of these games classified under the headings of: racing, jumping, pitching, fighting, sensorial games, games requiring ability, decision, precision, will and inhibition. This classification is established for the different school grades. (IBE)

371.73 PHYSICAL EDUCATION

FERRAUTO, Eugenio. **La donna**. Cultura fisica per l'estetica e la salute dalla giovane alla più avanzata età. Roma, Gherardo Casini editore, 1952. 220 p. — A selection of physical culture exercises for girls with comments and illustrations. The introduction presents the physiological and esthetical purposes of such exercises. (IBE)

371.73 PHYSICAL EDUCATION

GEISSLER, Alfred. **Das Bodenturnen**. Berlin-Charlottenburg, Weidmannsche Verlagsbuchhandlung, 1953. 32 p. — A small practical handbook of physical culture without apparatus with a choice of graduated exercises for pupils from the first to the 13th school year. (IBE)

371.861 (47) CHILDREN'S LITERATURE (U.S.S.R.)

BABOUCHKINA, A. P., **I storia russkoy dietskoy literatoury**. Moskva, Gosudarstvennoye outchebno-pedagogicheskoye Izdatielstvo Ministierstva Prosviestchenia R.S.F.S.R., 1948. 379 p. — The Russian children's literature from its origin (before the XVIIth century) to the beginning of the XXth century. The book contains also a bibliography with comments on foreign books translated into Russian. (IBE)

371.861 (47) CHILDREN'S LITERATURE (U.S.S.R.)

O vospitatelnom znachenii sovetskoy detskoi literatoury. Moskva, Izdatielstvo akademli pedagogicheskikh Naouk R.S.F.S.R., 1952. 62 p. — A speech delivered by J. A. Kairov at the opening of the scientific session of the Academy of Educational Sciences in the U.S.S.R., dealing with children's literature and connected educational problems, followed by a study, by L. V. Dubrovina, on the role of children's literature in communist education. (IBE)

371.861 READING — 375.12 MOTHER TONGUE

RUTT, Theodor. **Sprachentfaltung und Buch**. 1. Band der Reihe : Lebendiges Wissen, schaffendes Sprachkönnen. Ratingen, Aloys Henn, 1951. 76 p. — An analytical study of the correlation between the cultural and linguistic development of children and the choice and quality of their reading. (IBE)

371.863 CHILDREN'S MAGAZINES

Les journaux pour enfants. Préface de Henri Wallon. Paris, Les Presses universitaires de France, 1954. 522 p. App. (Numéro spécial de la revue *Enfance*). — A selection of articles on the various problems raised by children's magazines, with a critical bibliography of children's magazines issued in France in 1953, the draft law on publications for children in France, the recommendations adopted by different international congresses, etc. (IBE)

371.9 EXCEPTIONAL CHILDREN

BAKER, Harry, J. **Introduction to Exceptional Children**. Revised edition. New York, The MacMillan Company, 1953. 500 p. — An introduction to the particular and special problems of the education of exceptional children. The book is divided into seven parts : (1) general introduction ; (2) the physically handicapped ; (3) mental growth and development ; (4) neurological and psychogenic diseases ; (5) behaviour adjustments ; (6) educational retardation ; (7) general problems, summary and conclusion. (IBE)

371.90 HANDICAPPED CHILDREN — 377.91 MEDICO-PSYCHOLOGICAL AID

HOFFER, Henriette et LAUNAY, Mme. **Enfants déficients**. Paris, Les Presses d'Ile de France, 40 p. (L'école nouvelle française, No. 18). — Organi-

zation and life at a private remedial education institute. In the introduction the author defines the term "handicapped child" and presents seven typical cases. (IBE)

371.90 (44) HANDICAPPED CHILDREN (FRANCE)

LAILLARD, Juliette, ROUQUETTE, Madeleine et Jean, BOUNIOL, Jacques. *Les parents et l'école devant l'enfance inadaptée*. Paris, Fédération des Conseils de parents d'élèves des écoles publiques, 1953. 32 p. — Advice for parents of maladjusted but educable children with practical information concerning their education in the French institutes specializing in this field. (IBE)

371.90 HANDICAPPED CHILDREN — 377.91 MEDICO-PSYCHOLOGICAL AID

HANSELMANN, Heinrich. *Einführung in die Heilpädagogik*. Praktischer Teil. Für Eltern, Lehrer, Anstaltserzieher, Jugendfürsorger, Richter und Ärzte. 4^e édition, Zürich, Rotapfel-Verlag, 1953. Biblogr. Index. Bound: Frs. 25.—/DM 24.50; Paper covers: Frs. 20.80/DM 20.— Fourth edition, with a postscript, of the introduction to remedial education, written by the founder of the Albisbrunn Educational Institute for Difficult Adolescents (Zurich), who was professor of remedial education at the University of Zurich from 1931 to 1950. (IBE)

371.911 BLIND CHILDREN

HEIMERS, Wilhelm. *Wie erziehe ich mein blindes Kind?* Eine Anleitung zur Erziehung blinder Kinder. Hannover-Kirchrode, Verein zur Förderung der Blindenbildung, 1953. 84 p. — A practical handbook of education specially written for mothers and other members of blind children's families. (IBE)

371.94 HOMELESS CHILDREN

UNION INTERNATIONALE DE PROTECTION DE L'ENFANCE. *Les moyens les plus propres à favoriser l'adaptation psychologique, scolaire et sociale des enfants déplacés et réfugiés en Europe*. Genève, U.I.P.E., 1952. 112 p. Bibl. 12 p. App. roneo. — A study, written at Unesco's request, to promote a better understanding of the feelings and behaviour of displaced or refugee children and adolescents by the responsible organizations or authorities. (IBE)

371.94 HOMELESS CHILDREN

LAUNAY, Clément et SOULE, Michel. *L'adoption*. Ses données psychologiques et sociales. Paris, Editions sociales françaises, 1954. 219 p. Bibl. — Shows how psychological rather than medical circumstances are responsible for leading the foster parents to develop, consciously or subconsciously, either happy or unhappy relations with the adopted child. (IBE)

372.21 PRE-SCHOOL EDUCATION

SOROKINA, A. J. *Do shkolnaia pedagoghika*. Moskva, Gosoudarstviennoyé outchebno-pedagoghicheskoyé Izdatielstvo Ministierstva Prosvietchenia R.S.F.S.R., 1951. 344 p. — Aims and principles of pre-school education, study of sense of collectivity, friendship, behaviour, and will and character educational problems. Many chapters deal with special didactics: approach to arithmetic, esthetic education, mother tongue, etc., supplemented by comments on the transition from kindergarten to primary school. (IBE)

372.213 KINDERGARTENS

Das Kind im Kindergarten. Herausgegeben von Maria Kiene. Freiburg im Breisgau, Lambertus, 1953. 197 p. Illus. Bibl. (4 p.). — A contribution by different educationists, psychologists and doctors to the study of the educational role of kindergartens. (IBE)

372.3 CHARACTERISTIC METHODS OF EDUCATION IN THE LOWER GRADES

LOMBARDO RADICE, Giuseppe. *Il metodo Agazzi*. Firenze, "La Nuova Italia" editrice, 1953. 102 p. — Though the Agazzi method—applicable in pre-school establishments—has no definite philosophical and psychological basis as is the case with the Montessori method, Lombardo Radice considers it superior to the latter. Based on intuition and ingenuity it requires no expensive equipment but merely great inventiveness in using the didactic means the environment offers. (IBE)

372.4 READING — 372.5 WRITING — 379.635 ILLITERACY

GRAY, W. S. *Preliminary Survey on Methods of Teaching Reading and Writing Part II. Summary of Suggested Practices*. Paris, Unesco, n.d. 72 p. Bibl. — Preliminary report on a study dealing in its first stage with : (1) listing, analysing and describing the different methods now used in teaching reading and writing to children and adults ; (2) collecting documentation on the efficiency of such methods ; (3) summarizing means of improving the teaching of reading and writing especially to adults, problems to be further investigated, and possible solutions. (IBE)

372.4 READING

BONTRUCHE, Monique. *Expériences d'apprentissage de la lecture*. Paris, Les Presses d'Ile de France. 32 p. (L'école nouvelle française, No. 23, février 1954). — A sequel to the publication (No. 7, April 1952) on the learning of reading in traditional teaching and in new education. Contains concrete examples of the different stages in the course of such learning, and a few remarks from a primary school teacher and a Decroly educationist. (IBE)

372.4 READING — 371.263 SCHOLASTIC TESTS

ADAM, R. S. *The Construction and Standardization of English Reading Tests for Schools in Fiji*. Fiji, Department of Education. 74 p. — Research concerning English reading in the schools in Fiji: construction and application of a test, results and interpretation. (IBE)

372.4 READING — 371.237 BACKWARD SCHOLARS

DUNCAN, John. *Backwardness in Reading. Remedies and Prevention*. London, Harrap, 1953. 96 p. App. Index. — A summary of the extent of the problem of backwardness in reading, indicating who should be regarded as backward readers, their ages and the reasons for their backwardness, followed by an analysis of the causes of backwardness such as absence from school, unfavourable home conditions or poor material conditions at school, and a description of appropriate methods of cure and prevention with both older and younger children. (IBE)

372.6 ARITHMETIC

KEFER, Jules. *Initiation au calcul*. Introduction pédagogique de Léon Jeunshomme. Liège, Desoer, 1953. 113 p. illus. (Collection "Plan d'Etudes", No. 23). — Methods of introducing arithmetic based on the genetic psychology of learning and *Gestalt* psychology, with tests and arithmetic games. In the introduction, the author gives a summary of Piaget's ideas on operative educational psychology. (IBE)

372.7 EDUCATION OF THE MOTOR NERVES — 375.76 DANCE

MORANO, Sr. Clotilde. *Sorrisi di primavera*. Scenette musico-ginnichecoreografiche. Progressioni varie. Torino, Paravia, 1952. 272 p. — Little choreographic scenes with musical accompaniment, written by a nun, for teaching physical culture to younger children. (IBE)

373 (42) SECONDARY EDUCATION (ENGLAND)

Studies in Education. 6. The Problems of Secondary Education Today. London, published for the University of London Institute of Education by Evans Brothers, n.d. 153 p. — A series of lectures delivered in the autumn of 1953 at the University of London Institute of Education on the organization of secondary education in England: (1) Age, Ability and Aptitude, by Cyril Burt; (2) The Criteria for Selection, by F. B. Jeffery; (3) The Comprehensive School, by A. V. Judges; (4) The Modern School, by J. J. B. Dempster; (5) The Technical School, by C. H. Dobinson; (6) The Grammar School, by M. J. Bishop. (IBE)

373 (81) SECONDARY EDUCATION — 379.91 (81) SCHOOL LEGISLATION (BRAZIL)

Lei orgânica do ensino secundário e legislação complementar. Rio de Janeiro, Ministério da Educação e cultura, Serviço de documentação, 1953. 349 p. — Text of the organic law on secondary education in Brazil together with relevant circulars, decrees, decree-laws, ministerial regulations. (IBE)

373.105 (42) MATRICULATION — 371.262 (42) EXAMINATIONS (ENGLAND)

PETCH, James A. Fifty Years of Examining. The Joint Matriculation Board 1903-1954. London, Toronto, etc. Harrap, 1953. 226 p. App. — A brief account of the origins and constitution of the Joint Matriculation Board of the Universities of Manchester, Liverpool, Leeds, Sheffield and Birmingham, followed by a survey of the 1918 scheme, the school certificate and higher schools examinations, the transition to the general certificate of education in 1951, and matriculation requirements from 1903 to 1953. The evolution of matriculation regulations is given in an appendix. (IBE)

373.2 PROBLEM OF GENERAL CULTURE — 373.54 TECHNICAL TEACHING

Education in a Technological Society. A Preliminary International Survey of the Nature and Efficiency of Technical Education. Paris, Unesco, 1952. 74 p. App. — A review of the various problems raised by technical teaching: conditions of reasonable provision of the technical needs of a society; action to be taken in the elaboration of a well-planned system of technical teaching; conception of the general teaching in a technological society; technical teaching with regard to the integral development of human personality, etc. (IBE)

373.5 (43) VOCATIONAL TEACHING (GERMANY)

Beiträge zur Reform der Berufserziehung. Im Auftrage der Zentralstelle zur Erforschung und Förderung der Berufserziehung herausgegeben von P. Luchtenberg und E. Krause. Bielefeld, Bertelsmann, 1952. 246 p. — A selection of articles on vocational teaching in Germany, representing an account of the activity of the centre for research and development of vocational training, at Bonn, during the first year of its existence. (IBE)

373.5 (44) VOCATIONAL TEACHING (FRANCE)

Guide de l'enseignement technique et professionnel. Bagnolet (Seine), Services des publications de la Fédération nationale des Sociétés d'anciennes et d'anciens élèves des écoles professionnelles, 1953. 937 p. — A detailed documentation on technical teaching in France, including the recent modifications of its organization. The book is divided into three parts: (1) administration; (2) vocational guidance and scholarships; (3) vocational training. (IBE)

373.54 (493) TECHNICAL TEACHING — 379.9 (493) SCHOOL LEGISLATION (BELGIUM)

BAUWENS, Léon et DEMAIN, Robert. Code de l'enseignement technique. Nouvelle édition. Bruxelles, L'Édition universelle, 1954. 275 p. — A

summary of the reasons for the project voted on 29 July 1953 as the organic law on technical teaching. Text and comments on the said law and its administrative and financial regulations. The new law gives technical teaching a well defined structure permitting its inclusion in the whole of the Belgian school system. It unifies the State and *agregés* establishments as far as structure, curricula and diplomas are concerned. (IBE)

373.5 (729.4) VOCATIONAL TEACHING (HAITI)

Vocational Education in Haiti. According to the official answer to "Preliminary Survey of the Americas 1950". Washington, Pan American Union, Department of Cultural Affairs, Division of Education, 1952. 187 p. tabl. (Series N on Vocational Education, No. 11). — A report on vocational education in Haiti, including a brief summary of the general situation of the country, the administration of the school system, the elementary, secondary, university and vocational education, followed by the conclusions of the investigation conducted in 1950 by the Pan-American Union on different aspects of vocational education. (IBE)

373.5 (85) VOCATIONAL TEACHING (PERU)

La educación técnica en el Perú. Lima, Ministerio de Educación pública, Dirección de Educación técnica, 1951. 53 p. — A description of the various possibilities offered in Peru by vocational and industrial teaching. (IBE)

373.5 (85) VOCATIONAL TEACHING — 379.91 (85) SCHOOL LEGISLATION (PERU)

Reglamento de Educación Secundaria Técnica. Lima, Ministerio de Educación pública, n.d. 123 p. — Text of the regulations of secondary technical education as adopted on 26th April 1951: (1) general regulations; (2) organization and functions of the teaching staff; (3) school organization; (4) special technical teaching institutes. (IBE)

373.55 DOMESTIC SCIENCE — 37 N INTERNATIONAL CONFERENCES

Huitième congrès international de l'Enseignement ménager. Edimbourg, du 12-18 août 1953. **Rapports généraux.** Edinburgh, T. & A. Constable, n.d. 105 p. — Reports introducing the six points on the agenda of the Eighth International Congress of Home Economics: (1) the training of domestic science teachers in the different countries; (2) the utilisation of activity methods in teaching home economics; (3) the attitude of women in the home; (4) the international aspects of home economic teaching; (5) the careers open on completion of training; (6) domestic courses for adults. (IBE)

374 (729.5) ADULT EDUCATION (PORTO-RICO)

RODRIGUEZ BOU, Ismael. Educación de adultos (Orientaciones y técnicas). Río Piedras, Universidad de Puerto Rico, Consejo Superior de Enseñanza, 1952. xii & 366 p. Bibl. — The first part of this study is written by a group of Porto Rican specialists and deals with philosophy and psychology in adult education, didactic methods, particularly didactic methods for the teaching of reading and writing. The second part fully describes the activity of the numerous institutes serving in the campaigns for adult education. (IBE)

374 ADULT EDUCATION

Adult Education Towards Social and Political Responsibility. International Conference held from the 8th to the 13th September, 1952. Edited by Frank W. Jessup. Hamburg, Unesco Institute for Education, 1953. 143 p. — A report giving the content and the outcome of the international conference on adult education towards social and political responsibility, organized by Unesco, at Hamburg, followed by complementary notes contributed by members of the conference. (IBE)

374 ADULT EDUCATION

GREEN, Ernest. **Adult Education. Why This Apathy?** London, Allen & Unwin, 1953. 145 p. App. Index. — The author deals with the effect of educational background on adult interests, the incidence of leisure-time pursuits, the divorce between technical training and liberal studies, the social effects of the film, radio and television, and in particular the failure to attract the manual worker to adult education. Combining the views of those who co-operated in providing the material for this book with his own long experience, he proposes solutions to some of the problems from which apathy arises. (IBE)

375.03 GLOBAL METHOD

DECROLY, Ovide. **La funzione di globalizzazione e l'insegnamento.** Firenze, La nuova Italia, 1953. xxvi & 54 p. (Educatori antichi e moderni, 101). — Translation into Italian of the book published in 1928 by Lamertin, Bruxelles, under the title: "La fonction de globalisation et l'enseignement" with an introduction by Mario Valeri. (IBE)

375.102 SPELLING — 370.46 EDUCATIONAL PSYCHOLOGY

SIMON, Jean. **Psychopédagogie de l'orthographe.** Paris, Presses universitaires de France, 1953. 128 p. Bibl. (p. 125-126). App. — Research on the teaching of spelling based on psychological factors and norms of acquisition established by experimental education (types of errors, nature of faults, signs of acquisition at the different school levels.) The genetic evolution of certain notions must be respected, the child's development being conditioned by the intellectual nourishment received at school. A spelling test, with a technique of application and scale, is given in an appendix. (IBE)

375.105 COMPOSITION, STYLE

COOK, G. W. and WILLIAMS, C. R. **McGregor Verse-Making in Schools.** London, The Epworth Press, 1954. 74 p. App. Index. — The authors have based this book on the belief that verse-making can be approached through the medium of formal instruction in metrics and that a fully conscious manipulation of language can result in verse exercises which both teacher and children feel to be worth while. There are appendices giving varied examples of poems written in this way. (IBE)

375.12 MOTHER TONGUE — 375.122 BILINGUALISM

African Languages and English in Education. Paris, Unesco, n.d., 94 p. Bibl. (Educational Studies and Documents, II). — Report of an expert meeting held at Jos (Nigeria) in November 1952, regarding the use of African languages in teaching, when English is adopted as the second language. (IBE)

375.13 MODERN LANGUAGES

LACHS, Minna. **Anfangsunterricht in den lebenden Fremdsprachen.** Ein organischer Lehrgang. Wien, Jugend von Volk, 1953. 119 p. — Initiation to modern languages (especially French and English) in secondary schools by the "organic" method, followed by a detailed curriculum prepared according to this method. (IBE)

375.3 MATHEMATICS — 371.232 METHODS OF SELECTION

Education for the Talented in Mathematics and Science. A Report of a Joint Conference of the Cooperative Committee on the Teaching of Science and Mathematics of the American Association for the Advancement of Science and the United States Office of Education. Washington, Bulletin 1952, No. 15, U.S. Department of Health, Education and Welfare, 34 p. — A brief survey

of methods of identifying the talented in mathematics and science, and suggestions concerning the teaching of mathematics and science to such talented students. (IBE)

375.5 PHILOSOPHY — 37 A COMPARATIVE EDUCATION

The Teaching of Philosophy. An international enquiry of Unesco. Paris, Unesco, 1953. 243 p. — Results of an international investigation, conducted in the years 1951 and 1952, on the teaching of philosophy, its place in the teaching system of various countries (Germany, Cuba, Egypt, U.S.A., France, India, Italy, United Kingdom), its role in the education of citizens and its importance in the research for a better understanding between men. (IBE)

375.72 DRAWING

MEYER, Hans. **Fröhliche Kinderkunst in der Schule.** München, Chr. Kaiser, 1953. 136 p. — A method for the teaching of drawing based on the specific and individual aptitudes of the children with an appeal to spontaneous creative forces. Contains practical examples, with discussion on appropriate surroundings and many reproductions of children's drawings. (IBE)

376.7 ADOLESCENCE

SEIDMANN, Jerome M. (edited by). **The Adolescent: a Book of Readings.** New York, Dryden Press, 1953. 798 p. Index. Bibl. — A selection of the original contributions of specialists in the field of adolescent development, compiled with the help of a team which included such distinguished personalities as Hilda Taba, Robert J. Havighurst, and Charlotte Bühler, to mention only a few. The six parts into which the book is divided cover adolescence, a period of transition; physical, emotional, and mental growth; interests, attitudes, and ideals; the adolescent and his peers; multiple group membership; and understanding and helping the adolescent. (IBE)

376.7 ADOLESCENCE — 377.94 VOCATIONAL GUIDANCE

TRAMER, M. **Berufsnöte Jugendlicher.** Probleme der Berufswahl, Berufslehre und Mittelschule. Basel, Benno Schwabe, 1954. 172 p. — In order to facilitate a better understanding of a certain lack of equilibrium in the young generation, the author relates the vocational difficulties he himself encountered in the course of his career: immaturity in the choice of a career; difficulties of apprenticeship; bad or positive influence of social traditions; role of psychiatric and vocational guidance centres. The last chapter deals with the openings offered by intellectual careers at the end of secondary and university education. (IBE)

376.7 ADOLESCENCE

BUCK, J. M. de. **Diagnósticos de la vida juvenil.** Bilbao, Desclee de Brouwer, 1953. 331 p. (Colección "Educación y Familia"). — Translation into Spanish, by Rafael Goenaga, of the book published in 1949, at Bruges, by Desclee de Brouwer, under the title: "Diagnostics". (IBE)

377.5 EDUCATION OF THE NERVOUS SYSTEM — 377.35 EDUCATION FOR CITIZENSHIP

PFLIEGER, Elmer F., and WESTON, Grace L. **Emotional Adjustment: A Key to Good Citizenship.** A report of the Citizenship Education Study, Detroit Public Schools and Wayne University. Detroit, Wayne Univ. Press, 1953. 152 p. Bibl. — Two staff members of the Detroit Citizenship Education Study present emotional adjustment as determining citizenship and examine more particularly the following problems: good citizenship and emotional adjustment, techniques taking into account the emotional nature of the students; guideposts for schools concerned with improving citizenship. (IBE)

136.7 CHILD PSYCHOLOGY

COURTOIS, G. *Pour «réussir» auprès des enfants*. Paris, Fleurus, 1953. Rev. ed. 181 p. — A selection of educational thoughts and remarks intended to help young priests in their tasks regarding the education of children. (IBE)

136.7 CHILD PSYCHOLOGY

Comment étudier le comportement des enfants. Traduit en français par Antoinette Gommès. Paris, Ed. du Scarabée, 1954. 113 p. (A la découverte de l'enfant). — Practical suggestions to teachers and educationists for a better observation of their pupils, helping them to understand the children's behaviour in the classroom, on playgrounds, during extra-curricular activities, and to grasp the children's fundamental needs in order to grant them full opportunity of development during their school years. (IBE)

136.7 CHILD PSYCHOLOGY

GREFFET, Philippe. *El niño y a sus problemas*. Santa Fe (Argentina), Castellví, 1951. 110 p. Illus. — Five popular lectures on child psychology, temper, tenderness, fear, timidity, psychological mechanisms, and children's antisocial reactions, with a few concrete examples from France. (IBE)

136.7 CHILD PSYCHOLOGY

HYMES, James L. *Understanding Your child*. London, Rider, 1954. 192 p. Illus. — An attempt to describe, by illustration and example, the growth of a child's mind and the effect of environment on its behaviour and development. Since children grow by themselves and do not have to be made to grow, there is a plan to the way they grow and a reason for their behaviour; they need something from the environment. (IBE)

136.7 CHILD PSYCHOLOGY

CHALLAYE, F. *La psicología del niño*, I. Buenos Aires, Kapelusz, 1952. 56 p. (Nuevo tratado de psicología por Georges DUMAS, Tomo VIII, Fascículo 4), — Translation into Spanish of a study published in 1943, by Presses Universitaires de France, under the title: "La psychologie de l'enfant: I. Les caractéristiques fonctionnelles de l'enfance", as Volume VIII of "Nouveau traité de psychologie", by Georges Dumas. (IBE)

136.7 CHILD PSYCHOLOGY

GEMELLI, Agustín. *Psicología de la edad evolutiva*. Madrid, Razón y Fe, 1952. 283 p. — Translation into Spanish, by J. Fábregas Camí, of a book published in 1945, at Milan, by Giuffré, under the title: "La psicologia dell'età evolutiva". (IBE)

137 CHARACTER STUDY

CORMAN Louis. *Connaissance des tempéraments par la méthode morpho-physiologique*. Paris, Editions J. Ollivier, 1953. 204 p. Illus. (Collection Prototype, No. 4). — A book dealing with the use of the morpho-physiological method in character study, application of this method to diagnostics, the principal types of characters, the reactions of living beings, the three ages of life, relations between bad health and character. (IBE)

137 CHARACTER STUDY — 377.21 CHARACTER EDUCATION

BAUMGARTEN-TRAMER, Franziska. *Charakter und Charakter-Bildung*. 5th ed. Zürich, Organisator. 47 p. — A small handbook on character study and character education for use in commercial organizations concerned with the training of youth not only from a vocational but also from a human point of view. (IBE)

15 PSYCHOLOGY

LIMPER, Karl. *Die Grundtatsachen des Seelenlebens*. Eine Einführung in die Allgemeine Psychologie. Lüdenscheld, Märkischer Verlag Rudolf Heinke, 1952. 176 p. — Introduction to general psychology, considering methods of psychology, sensations, perception, representation, reasoning, feelings, will, consciousness and subconsciousness. (IBE)

15 PSYCHOLOGY — 164 LOGISTICS

PIAGET, Jean *Logic and Philosophy*. With an Introduction on Piaget's Logic by W. Mays. Manchester, Manchester University Press, 1953. 48 p. — A book based on three lectures given by the author at the University of Manchester in 1952. The four parts deal respectively with the history and present state of the problem, the psychological development of "operations", the operative structures of algebra and of logic, and the psychological significance of logical structures. (IBE)

301 SOCIOLOGY — 136.7 CHILD PSYCHOLOGY

COUSINET, Roger. *La vita social dei ragazzi*. Saggio di sociologia infantile. Firenze, La nuova Italia, 1953. 90 p. (Eucatori antichi e moderni, 124.) — Translation into Italian, by Francesco de Bartolomeis, of a book published in 1950, by Editions du Scarabée, Paris, under the title: "La vie sociale des enfants". (IBE)

612.821 EXPERIMENTAL PSYCHOLOGY

KATZ, David. *Studien zur experimentellen Psychologie*. Basel, Benno Schwabe, 1953. 130 p. Illus. — Posthumous work of the psychologist David Katz, who died at Stockholm in 1953, giving the result of research work at the Stockholm Psychological Institute: (a) composite portrait and human typology; (b) psychological experiment on the tongue as a sensorial organ; (c) considerations on drawings by blind people; (d) contribution to the psychology of form (Gestalt-psychologie). (IBE)

612.821 EXPERIMENTAL PSYCHOLOGY

Contributi del laboratorio di psicologia. Volume XV. Milano, "Vita e Pensiero, 1952. 372 p. (Pubblicazioni dell'Università cattolica del Sacro Cuore). — Eleven reports containing the results of research work on perception, conducted at the laboratory of experimental psychology of the Catholic University of Milan by several of Father Gemelli's collaborators. (IBE)

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III. ACTIVITY OF THE BUREAU

RESEARCH DIVISION

Inquiry on Secondary Teacher Training. — The I.B.E. is completing the analysis of the 55 replies from the Ministries of Education to the questionnaire submitted to them. This question will figure on the agenda of the XVIIth International Conference on Public Education, convened jointly by Unesco and the International Bureau of Education, which is due to be held in Geneva from 5th to 13th July next.

Inquiry on Secondary Teachers' Salaries. — The analysis of the replies is finished and the Bureau is preparing the general survey. The results of this inquiry will serve as a basis of discussion at the XVIIth International Conference on Public Education.

Inquiry on the Systems of Financing Education. — The questionnaire of this inquiry has been sent to the Ministries of Education of the different countries. It comprises thirty questions divided into six chapters: (1) Financial Responsibility of Administrations; (2) Financing the Various Categories of Public Education; (3) Special Ways of Financing Education; (4) Source of Funds for Financing Education; (5) Public Contributions to Private Schools; (6) Present Trends, Miscellaneous.

INFORMATION DIVISION

International Education Library. — Books received during the 1st quarter of 1954: books on psychology, education, school legislation and organization, 302; school textbooks, 245; children's books, 316; total 863.

Publications of the International Bureau of Education

- | | | | |
|---|--------------|--|--------|
| 1. Guide du Voyageur s'intéressant aux écoles . . . | Out of print | 29. La situation de la femme mariée dans l'enseigne-
ment. | Out of |
| 2. La Paix par l'Ecole. P. Bovet. Work of the
International Conference at Prague | Fr. 2.— | 30. Travail et congés scolaires | Fr. |
| 3. Education, Travail et Paix. Albert Thomas . . . | Out of print | 31. Le Bureau international d'Education en 1932-1933 | Fr. |
| L'Education et la Paix. Bibliographie. | Out of print | 32. Les économies dans le domaine de l'Instruction
publique | Fr. |
| 4. Le Bilinguisme et l'Education. Work of the
International Conference at Luxemburg | Out of print | 33. La scolarité obligatoire et sa prolongation | Out of |
| 5. Correspondances intercolaires, P. Bovet | Out of print | 34. L'admission aux écoles secondaires | Out of |
| 6. The Co-operation of School and Home. In French
and German | Out of print | 35. Annuaire international de l'Education et de
l'Enseignement 1934 | Fr. |
| In English and Spanish | Fr. 0.60 | 36. La réforme scolaire polonoise | Out of |
| 7. Comment faire connaître la Société des Nations
et développer l'esprit de coopération interna-
tionale. Premier cours | Out of print | 36 bis. Le Bureau international d'Education en 1933-
1934 | Fr. |
| 8. Troisième cours | Out of print | 37. III ^e Conférence internationale de l'Instruction
publique. Procès-verbaux et résolutions | Out of |
| 9. Quatrième cours | Out of print | 38. Le self-government à l'école | Fr. |
| 10. Cinquième cours | Out of print | 39. Le travail par équipes à l'école | Out of |
| 11. Children's Books and International Goodwill.
2nd Ed. In French and English | Fr. 5.50 | 40. La formation professionnelle du personnel ensei-
gnant secondaire. | Out of |
| 12. L'enseignement de l'Histoire du Travail. Fernand
Maurette. | Out of print | 41. Les Conseils de l'Instruction publique | Fr. |
| 13. L'Education en Pologne | Out of print | 42. La formation professionnelle du personnel ensei-
gnant primaire | Out of |
| 14. Quelques méthodes pour le choix des livres des
Bibliothèques scolaires | Out of print | 43. Annuaire international de l'Education et de
l'Enseignement 1935 | Out of |
| 15. Some Methods employed in the Choice of Books
for School Libraries | Out of print | 44. Le Bureau international d'Education en 1934-1935 | Fr. |
| 16. La pédagogie et les problèmes internationaux
d'après-guerre en Roumanie. C. Kiritescu . . . | Out of print | 45. IV ^e Conférence internationale de l'Instruction
publique. Procès-verbaux et résolutions. . . . | Fr. |
| 17. Le Bureau international d'Education (Illustrated) | Out of print | 46. Les périodiques pour la jeunesse | Out of |
| 18 A. Plan for the Classification of Educational
Documents | Fr. 1.50 | 47. La législation régissant les constructions scolaires | Out of |
| 19. La Préparation à l'Education familiale | Fr. 3.50 | 48. L'organisation de l'enseignement rural | Out of |
| 20. Le Bureau international d'Education en 1930-1931 | Fr. 2.50 | 49. L'organisation de l'enseignement spécial. | Fr. |
| 21. Le Bureau international d'Education en 1931-1932 | Fr. 2.50 | 50. Annuaire international de l'Education et de
l'Enseignement 1936 | Out of |
| 22. La Paix et l'Education. Dr. Maria Montessori. . | Fr. 1.50 | 51. Le Bureau international d'Education en 1935-1936 | Fr. |
| 23. Peace and Education. Dr. Montessori. | Fr. 1.50 | 52. V ^e Conférence internationale de l'Instruction
publique. Procès-verbaux et résolutions | Fr. |
| 24. L'Organisation de l'Instruction publique dans
53 pays (with diagrams) | Fr. 11.— | 53. L'enseignement de la psychologie dans la prépa-
ration des maîtres | Fr. |
| 25. L'Instruction publique en Egypte. | Fr. 1.50 | 54. L'enseignement des langues vivantes | Out of |
| 26. L'Instruction publique en Estonie. | Fr. 1.50 | 55. L'inspection de l'enseignement | Out of |
| 27. Annuaire international de l'Education et de
l'Enseignement 1933 | Out of print | 56. Annuaire international de l'Education et de
l'Enseignement 1937 | Out of |
| 28. La coordination dans le domaine de la littérature
enfantine | Fr. 1.50 | 57. Le Bureau international d'Education en 1936-1937 | Fr. |

Conférence internationale de l'Instruction que. Procès-verbaux et résolutions.	Fr. 4.50	89. Le Bureau international d'Éducation en 1943- 1944.	Fr. 2.—
ration, utilisation et choix des manuels lres	Out of print	90. The International Bureau of Education in 1943- 1944.	Fr. 2.—
enseignement des langues anciennes	Fr. 5.50	91. L'enseignement de l'hygiène dans les écoles pri- maires et secondaires.	Out of print
tribution du personnel enseignant primaire	Fr. 9.—	92. L'égalité d'accès à l'enseignement du second degré	Fr. 5.—
naire international de l'Éducation et de enseignement 1938	Out of print	93. IX ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Out of print
bureau international d'Éducation en 1937-1938	Fr. 1.50	94. Annuaire international de l'Éducation et de l'Enseignement 1946 (bound Fr. 12.—)	Fr. 10.—
Conférence internationale de l'Instruction que. Procès-verbaux et résolutions.	Fr. 4.50	95. The Teaching of Hygiene in Primary and Secondary Schools.	Fr. 2.—
naire international de l'Éducation et de enseignement 1939	Out of print	96. Equality of Opportunity for Secondary Education	Fr. 2.—
tribution du personnel enseignant secondaire	Fr. 9.—	97. La gratuité du matériel scolaire	Fr. 7.—
enseignement de la géographie dans les écoles ndaires	Fr. 7.—	98. L'éducation physique dans l'enseignement secon- daire.	Fr. 7.—
ganisation de l'éducation préscolaire	Fr. 7.—	99. X ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 5.—
bureau international d'Éducation en 1938-1939	Fr. 1.50	100. Xth International Conference on Public Educa- tion. Proceedings and Recommendations	Fr. 5.—
• Conférence internationale de l'Instruction ique. Procès-verbaux et résolutions.	Fr. 4.50	101. Annuaire international de l'Éducation et de l'Enseignement 1947	Fr. 15.—
bureau international d'Éducation en 1939-1940	Fr. 1.50	*102. L'enseignement de l'écriture	Fr. 5.—
ganisation des bibliothèques scolaires.	Fr. 7.—	*103. The Teaching of Handwriting	Fr. 5.—
lucation physique dans l'enseignement primaire	Out of print	*104. Les psychologues scolaires	Fr. 5.—
Bureau international d'Éducation en 1940-1941	Fr. 1.50	*105. School Psychologists	Fr. 5.—
enseignement ménager dans les écoles primaires secondaires	Fr. 9.—	*106. XI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 5.—
International Bureau of Education in 1940- l.	Out of print	*107. XIth International Conference on Public Educa- tion. Proceedings and Recommendations.	Fr. 5.—
Bureau international d'Éducation en 1941-1942	Fr. 2.—	*108. Annuaire international de l'Éducation et de l'Enseignement 1948	Fr. 15.—
enseignement des travaux manuels dans les es primaires et secondaires.	Fr. 8.—	*109. International Yearbook of Education 1948	Fr. 15.—
International Bureau of Education in 1941- l.	Fr. 2.—	*110. L'initiation aux sciences naturelles à l'école primaire	Fr. 6.—
précurseurs du Bureau international d'Édu- on. P. Rosello.	Fr. 8.—	*111. Introduction to Natural Science in Primary Schools.	Fr. 6.—
Bureau international d'Éducation en 1942-1943	Fr. 2.—	*112. L'enseignement de la lecture.	Fr. 6.—
International Bureau of Education in 1942- 3.	Fr. 2.—	*113. The Teaching of Reading	Fr. 6.—
Bureau international d'Éducation et la recons- truction éducative d'après-guerre	Out of print	*114. XII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
International Bureau of Education and Post- r Educational Reconstruction	Fr. 1.—	*115. XIIth International Conference on Public Educa- tion. Proceedings and Recommendations.	Fr. 3.—
ual des recommandations formulées par les férences internationales de l'Instruction lique	Out of print	*116. La formation professionnelle du personnel ensei- gnant primaire (deuxième édition)	Fr. 8.—
ommandations of the International Confer- on Public Education.	Fr. 3.—	*117. Primary Teacher Training.	Fr. 8.—
struction publique en Hongrie. J. Somogyi.	Fr. 5.—	*118. Annuaire international de l'Éducation et de l'Enseignement 1949	Fr. 10.—
onstruction éducative. Livre blanc anglais sur éforme scolaire. Board of Education	Fr. 2.—	*119. International Yearbook of Education 1949.	Fr. 10.—

*120. L'initiation mathématique à l'école primaire	Fr. 6.—	*139. Teaching of Natural Science in Secondary Schools	Fr.
*121. Introduction to Mathematics in Primary Schools	Fr. 6.—	*140. L'accès des femmes à l'éducation.	Fr.
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*123. The Teaching of Handicrafts in Secondary Schools.	Fr. 4.—	*142. XV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr.
*124. Conférences internationales de l'Instruction publique. Recueil de Recommandations, 1934-1950.	Fr. 3.—	*143. XVth International Conference on Public Education. Proceedings and Recommendations	Fr.
*125. International Conferences on Public Education. Collected Recommendations, 1934-1950	Fr. 3.—	*144. Annuaire international de l'Education et de l'Enseignement 1952	Fr.
*126. XIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—	*145. International Yearbook of Education 1952	Fr.
*127. XIIIth International Conference on Public Education. Proceedings and Recommendations	Fr. 3.—	*146. La rétribution du personnel enseignant primaire (deuxième édition)	Fr.
*128. Cantines et vestiaires scolaires	Fr. 3.—	*147. Primary Teachers' Salaries	Fr.
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*130. Annuaire international de l'Education et de l'Enseignement 1950	Fr. 8.—	*149. Primary Teacher Training (second part)	Fr.
*131. International Yearbook of Education 1950	Fr. 8.—	*150. XVI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr.
*132. La scolarité obligatoire et sa prolongation	Fr. 5.—	*151. XVIth International Conference on Public Education. Proceedings and Recommendations	Fr.
*133. Compulsory Education and its Prolongation	Fr. 5.—	*152. Annuaire international de l'Education 1953.	Fr.
*134. XIV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 4.—	*153. International Yearbook of Education 1953.	Fr.
*135. XIVth International Conference on Public Education. Proceedings and Recommendations	Fr. 4.—	*154. La formation professionnelle du personnel enseignant secondaire (deuxième édition)	Fr.
*136. Annuaire international de l'Education et de l'Enseignement 1951	Fr. 8.—	*155. Secondary Teacher Training	Fr.
*137. International Yearbook of Education 1951.	Fr. 8.—	*156. La rétribution du personnel enseignant secondaire (deuxième édition)	Fr.
*138. L'enseignement des sciences naturelles dans les écoles secondaires	Fr. 5.—	*157. Secondary Teachers' Salaries	Fr.

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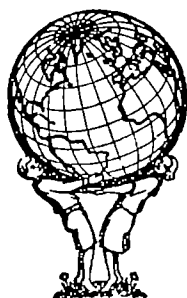
BULLETIN

OF THE

INTERNATIONAL BUREAU

OF EDUCATION

GENEVA



UT PER JUVENES
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GENEVA

INTERNATIONAL BUREAU OF EDUCATION

XVIIth INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

Fifty-seven countries, members or otherwise of the United Nations Educational, Scientific and Cultural Organization or the International Bureau of Education, participated in the XVIIth International Conference on Public Education, which was held in Geneva, at the Palais Wilson, from 5th to 13th July, 1954. This year, the Conference took a decisive step towards universality, since several countries never before represented took part for the first time in the work of the Conference, and others absent since 1950 once more took their place among the countries participating.

It is worth mentioning also that, each year, more and more countries, recognizing the importance of these intergovernmental gatherings, are being represented by leading officials of their Ministries of Education, accompanied by head teachers or assistant teachers when the delegation is composed of several members.

During the opening session, at which the speakers were Mr. Albert Picot, chief delegate for Switzerland, Mr. Luther Evans, Director-General of Unesco, and Professor Jean Piaget, Director of the International Bureau of Education, the Conference elected Mr. Marcel Abraham, Director of the French University Service with Foreign and Overseas Countries, as Chairman, and Mrs. L. V. Doubrovina, Deputy Minister of Education of the Russian Soviet Federated Socialist Republic, Mr. L. Pin Malakul, Under-Secretary of State for Education in Thailand, Mr. Clemente Ruggia, Director-General of Secondary Education in Uruguay, and Dr. W. H. Swift, Deputy Minister of Education for the Province of Alberta and Vice-President of the Canadian Education Association, as Vice-Chairmen.

The Conference held fourteen plenary sessions, at which it discussed reports on educational progress during 1953-1954, several of which gave rise to a large number of questions, showing once more the interest aroused by this world-wide review of the main educational achievements which have taken place during the past school year.

In spite of the extension of the ideas and trends represented at the Conference, two recommendations, to be addressed to the Ministries of Education, concerning the training and the status of secondary school teachers respectively, were adopted unanimously.

The directors of Unesco and of the International Bureau of Education have officially communicated to all governments the text of this "Secondary Teachers' Charter", the 69 clauses of which constitute the necessary complement to Recommendations Nos. 36 and 37 formulated by last year's Conference on the training and status of primary teachers. These governments have been asked to be good enough to help in the diffusion of this text and to inform the signatories of the appeal of any steps they propose to take in this matter regarding Recommendations Nos. 38 and 39.

So that interested teachers and their associations may be able to study critically the clauses of the two recommendations, copies will be sent free of charge to anyone sending a request for them either to the International Bureau of Education (Palais Wilson, Geneva), or to Unesco (19, Avenue Kléber, Paris 16e).

RECOMMENDATION No. 38
TO THE MINISTRIES OF EDUCATION
concerning
SECONDARY TEACHER TRAINING

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and having assembled on the fifth day of July, nineteen hundred and fifty-four for its seventeenth session, adopts on the tenth day of July, nineteen hundred and fifty-four, the following recommendation :

The Conference,

Considering the inalienable right of every person to the fullest education within the limits of his aptitudes, irrespective of his class, race, sex, language, or belief,

Considering the many changes now taking place in the conception and structure of secondary education,

Considering that secondary education now caters for an ever-increasing number of pupils, and that in one form or another it tends to include all adolescents,

Considering, in view of the important part played by secondary teachers in modern society, that the recruitment and training of these teachers are of first importance in raising the general level of culture,

Considering that the aim of secondary education is the balanced education of man on the spiritual, mental, physical, and practical planes, and that secondary teachers must therefore themselves enjoy training which meets the demands of such an education,

Considering the secondary teacher's delicate task of guiding pupils and of helping each one of them to receive the kind of education best fitted to his aptitudes and to the needs of society,

Considering the secondary teacher's responsibility for the discovery and nurture of the various talents needed in the modern world,

Considering the necessity of adapting secondary education to the continuous developments and demands of the modern world,

Considering also that countries with different geographical, demographic, social, historical and cultural conditions, may well, although sharing similar aims, develop varied solutions to the problems of secondary teacher training,

Submits to the Ministries of Education of the several countries the following recommendation :

SYSTEMS OF TRAINING

1. It is desirable that the competent authorities should give the utmost consideration to the question of secondary teacher training, and ensure that secondary teachers receive the best possible general education and specialist, professional and moral training, so as to enable them to fulfil their duties and tasks adequately ;

2. Representatives of secondary teacher training establishments and of serving secondary teachers should be associated with the work of the bodies responsible for drawing up and revising secondary teacher training plans and curricula ;

3. In choosing between the various systems of secondary teacher training (e.g., in a specialist type of establishment, or in a university with additional professional training, concurrently or subsequently), each country is well advised to select the one which best fits the structure of its higher education, its resources, its needs for teachers, etc. ;

4. While the existence in a given country of a variety of secondary teacher training systems has undeniable advantages, the level of the training provided by the different systems should be as far as possible the same ; when the general, specialist and professional training of secondary teachers is provided in one establishment, the length of the course and the extent of the training should not be less than when separate provision is made for professional training, concurrently or subsequently ;

5. Secondary teachers of subjects which pupils can continue to study at university level, should receive training at university level ;

6. Every system of secondary teacher training should make the greatest possible provision for the teachers of other subjects, for supernumerary teachers, and for all housemasters or teachers in charge of hostels for secondary pupils, where they exist ;

7. Frequent contacts and exchanges of experience should be arranged between the authorities responsible for primary teacher training and those responsible for secondary teacher training, so as to ensure more adequately the continuity of education and facilitate the transfer from one educational level to the other.

RECRUITMENT AND ADMISSION TO TRAINING

8. As at other levels of education, every endeavour should be made to achieve a good social and financial standing for secondary teachers, in order to attract persons who, while possessing the necessary aptitudes for secondary teaching, might otherwise be tempted to enter other professions ;

9. Steps should be taken to provide facilities (scholarships, allowances, etc.) so that no suitable person is prevented by lack of means from

securing secondary teacher training; the same purpose may be served by making boarding establishments for secondary teacher training, wherever they exist, free of charge;

10. Both sexes should have equal opportunities of access to secondary teaching, and of securing the necessary training;

11. Where the systems of training and the official qualifications for primary and secondary teachers are different, primary teachers should be enabled to secure appointment to secondary teaching posts, on their acquiring the appropriate qualifications;

12. In the recruitment and training of secondary teachers, account must be taken, not only of candidates' intellectual aptitudes and academic achievement, but also of their sense of vocation, their moral and educational worth, character, understanding of children, devotion to work, emotional stability, and sense of social responsibility; where there are examinations or other forms of competition for the recruitment of candidates, personal interviews can serve to give a more complete picture of the personality of each candidate.

CURRICULA

13. While the training of secondary teachers should be sufficiently specialized to give them a thorough knowledge of their teaching subjects, a balance should nevertheless be maintained between their specialist training and general culture; the provision of optional courses can serve this purpose;

14. The professional training of secondary teachers should include, not only courses in psychology and education (including philosophy of education) and teaching practice, but also special courses involving, for example, a study of social background and relationships, professional ethics, international understanding, etc., so as to foster a spirit of democracy and freedom and of the brotherhood of man;

15. Secondary teacher training curricula should give emphasis to the problem of international cooperation, so as to foster understanding, tolerance, and respect for the freedom and independence of all nations;

16. The courses in psychology and education forming part of secondary teachers' professional training must give adequate emphasis to practical research in psychology and education, adolescent psychology, and the special methods of teaching the various subjects, to school organization, administration and legislation, and to the educational problems of the country concerned; such courses should also include experimental education (evaluation techniques) and sociology, and for junior secondary school teachers, special instruction in educational guidance (differential adolescent psychology covering aptitudes and sentiments) and functional methods of teaching and individual work;

17. Every secondary teacher training establishment, whether of the specialist or university type, should offer an adequate number of theoretical and practical courses in psychology and education and make ample provision of the necessary books and journals;

18. Great emphasis should be given to the practical side of secondary teachers' professional training; it is not sufficient for trainees to attend lessons given by other teachers or to give trial lessons; it is better to require them to undertake sufficiently long periods of practical work with various classes in various schools, and thus accustom themselves to being in charge of a class and to participating in all aspects of school life;

19. While the value of demonstration schools is recognized in the practical training of secondary teachers, it is desirable that the greater part of teaching practice should take place in ordinary secondary schools, so that the trainees are brought into touch with the school conditions under which they will more commonly be working;

20. It is important to introduce future secondary school teachers not to one but to a variety of teaching methods appropriate to the secondary level, so that they may themselves choose the method best suited to their teaching situation; in this connection participation in educational research and experimentation can be of great value;

21. The practical side of secondary teachers' professional training should include an introduction to social activities, such as the organization of leisure-time pursuits, cultural activities and youth movements, and participation in parent-teacher associations;

22. The staff of secondary teacher training establishments should be selected not only for their academic qualifications, but also in the light of their personal worth and teaching experience.

FURTHER TRAINING

23. It is desirable that secondary teachers should have opportunities for further training throughout their career both in their teaching subjects and in the principles and methods of teaching;

24. Whatever form such opportunities for further training may take (conferences, seminars, discussion groups, study weeks, vacation courses, etc.), an important share in their organization should be taken by inspectors, principals and teachers of teacher training establishments, and by secondary teachers' associations;

25. Where the education authorities do not themselves assume responsibility for organizing further training for secondary teachers, funds should be made available for the purpose to teachers' associations and other appropriate bodies and groups;

26. Secondary teachers should be given every facility (scholarships, allowances, leave) to enable them to take advantage of the opportunities for further training offered them; for this purpose it is desirable in principle and where compatible with service needs to grant several months of paid leave on completion of a certain length of service;

27. In addition to individual and group travel at home and abroad for study purposes, valuable means of further training for secondary teachers include teacher exchanges with countries abroad, on the lines

suggested in Recommendation No. 29 concerning the International Interchange of Teachers, adopted by the XIIIth International Conference on Public Education in 1950 ;

28. Every endeavour should be made to promote the publication of the books and journals that secondary teachers require, and to facilitate their reading and discussion of them ; this is a field in which teacher training establishments, information centres, and psychological and educational research institutes are particularly well qualified to take increasingly effective action.

EMERGENCY TRAINING

29. Wherever the introduction of emergency training appears justifiable on the grounds of a rapid increase of school enrolments, persons undergoing such training should be required to reach a certain academic and professional level before being appointed to a post ;

30. Persons trained through emergency courses, who give evidence of possessing the required aptitudes, should be given opportunities of completing their professional training and thus of qualifying for admission to the regular secondary teaching grades.

ASSISTANCE FROM INTERNATIONAL ORGANIZATIONS

31. It is highly desirable that Unesco, the International Bureau of Education, and regional organizations should assist in promoting secondary teacher training and further training.

RECOMMENDATION No. 39
TO THE MINISTRIES OF EDUCATION
concerning the
STATUS OF SECONDARY TEACHERS

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and having assembled on the fifth day of July, nineteen hundred and fifty-four in its seventeenth session, adopts on the thirteenth day of July, nineteen hundred and fifty-four, the following recommendation :

The Conference,

Considering on the one hand, that outside the classroom, and without distinction of sex, race, colour, religion, opinion, or personal beliefs, secondary teachers, like all educationists, should be free to exercise their civic rights, in accordance with the Universal Declaration of Human Rights ; but, on the other hand, that their mission as educationists imposes on them duties towards the children, whose conscience and personality they should respect, towards the families who entrust their children to them, and towards the community in which they are called upon to serve,

Considering that the status of the teaching profession as a whole depends largely on its internal unity, its good relations with the education authorities, the extent to which teachers are consulted in matters affecting both their conditions of work and the standards and content of education, and on the freedom of teachers from direction in matters of personal convictions, it being understood that this freedom does not entitle teachers to impart such convictions to their pupils in despite of the rights of the children and parents,

Considering that secondary teachers, in common with others, contribute to their prestige by the quality of their spiritual and intellectual contribution to the nation's life, by bearing their share, individually, in the social demands of their local communities, and by displaying a spirit of service in the interests of their pupils which is evidenced outside as well as inside the hours of paid employment,

Considering that good conditions of service are necessary to attract to the teaching profession suitably gifted young men and women, in sufficient numbers to satisfy the increasing need and demand for secondary education,

Considering that the future general level of thought and culture is largely dependent upon the quality of secondary school teachers and that everything possible should be done to ensure the high standard of the quality of these teachers, both at the beginning of and throughout their careers,

Considering that the status of secondary teachers is closely linked with their professional training, which is the subject of Recommendation No. 38 concerning Secondary Teacher Training, adopted by the Conference in its present session,

Considering that important developments are constantly occurring in the content and methods of education, and that secondary teachers should be afforded every opportunity by employing authorities to keep abreast of such developments,

Submits to the Ministries of Education of the several countries the following recommendation :

ADMINISTRATIVE AND PROFESSIONAL STATUS

1. There should be statutes or regulations governing the administrative status of secondary teachers in publicly maintained schools ;

2. Authorized representatives of secondary teachers should have the opportunity and the responsibility of sharing in the shaping of policies which affect their conditions of service ;

3. The administrative and professional status of secondary teachers, whether public servants or not, should in no case be inferior to that of other public servants or of members of other professions and occupations with equivalent qualifications, training and responsibilities ;

4. Secondary teachers should enjoy the maximum security of tenure ; where it does not prove possible to make their appointment permanent, they should be given long-term appointment with the possibility of renewal ;

5. Secondary teachers should freely enjoy all civic rights, including a recognized right of joining whichever professional associations they prefer, these associations being qualified to represent them ;

6. The application of the regulations concerning the rights and the duties of secondary teachers should be the responsibility of suitably constituted bodies which should not be subject to extraneous pressure of any kind ;

7. Each secondary teacher should be kept informed of such official evaluations as are made concerning him ; these should be known only to the teacher and his appropriate superiors, and the teacher should have the right, should an evaluation be unfavourable, to an independent evaluation ;

8. In the event of unsatisfactory work or conduct on the part of a secondary teacher, the penalties as defined in the relevant regulations should be applied objectively, and the teacher should have the right of appeal to the appropriate authorities if he feels that he has been treated unjustly ;

9. Secondary teachers should also have the right of appeal if they feel that the administrative provisions as specified in the statutes or regulations have been unjustly applied to them ;

10. As a general rule authorized representatives of secondary teachers should form part of the bodies responsible for examining appeals lodged by such teachers against decisions concerning them made by the education authorities.

APPOINTMENT AND PROMOTION

11. The procedure for the appointment of secondary teachers should be as simple as possible and should be carried out with complete objectivity ; it should take account, among other things, of candidates' qualifications and ability, and the required minimum qualifications should be fixed by law ;

12. In making appointments for which both men and women candidates are equally qualified and in circumstances where the appointment of either would be suitable, there should be no discrimination because of sex ;

13. In making appointments care should be taken to avoid unjustified distinction because of teachers' race, religion, colour or nationality ;

14. Suitably qualified and experienced secondary teachers should be regarded as eligible for appointment to any teaching or administrative post throughout the range of the profession ;

15. As regards promotion, steps should be taken to ensure that selection for appointment is made by the competent authorities in accordance with a clearly defined procedure which gives due consideration only to ability, qualifications, and seniority ;

16. Periods of probation, where required, should not be unduly prolonged ;

17. In those countries where there are unemployed teachers, measures should be taken to help them to obtain work corresponding to their qualifications.

CONDITIONS OF WORK

18. In fixing secondary teachers' hours of work, due account should be taken of the fact that they must prepare their lessons, correct the work of their pupils, maintain contact with parents, and continue their academic and professional training ;

19. On completion of a certain length of service, twenty years, for example, secondary teachers should have their hours of work reduced, without prejudice to their salaries, and thus enabled to participate in the work of consultative and selection committees, examination boards, etc. ;

20. The duration of holidays and their distribution over the year should take into account the need of both teachers and pupils for recreation and leisure ;

21. Where compatible with the needs of the service, secondary teachers should be granted several months of paid leave on completion of a certain period of teaching ;

22. Secondary teachers' salaries should be sufficient to permit them to devote all their energies to their school work ; paid work additional to their ordinary duties should not be undertaken if it prejudices the fulfilment of those duties or undermines the respect for teachers of the public in general and of parents and pupils in particular ;

23. Marriage should not be considered a bar to the appointment or to the continued employment of women secondary teachers.

SALARIES

24. Secondary teachers' salaries should correspond to the importance of their task, and should be at least equal to those of the various categories of public servants or of members of other professions and occupations with equivalent qualifications, training and responsibilities ;

25. In view of the moral value of family life, secondary teachers should enjoy salaries high enough for them to establish and support a home ;

26. Salary scales should be drawn up on the simplest lines possible ; they should provide a basic scale which affords the secondary teacher, both at the minimum and the maximum, a standard of living adequate to those two stages of his career ; the rate of increment should enable the maximum to be reached reasonably early in his career ;

27. There should as far as possible be additions to the basic salary for higher academic qualifications, further training and posts of special responsibility ;

28. In view of their special responsibilities head teachers are entitled to higher grades of salaries ;

29. Equally qualified men and women secondary teachers should be on the same salary scale ; in countries where this principle is not yet applied, immediate steps should be taken to remove the existing differences ;

30. Within any given country with a decentralized educational system, where secondary teachers have varying salary scales, appropriate means should be found to eliminate as far as possible any undue differences that may exist between rates of remuneration ;

31. Wherever a secondary teacher engaged part-time is paid on an hourly basis, the rate should be proportional to the rate paid to a full-time teacher doing similar work ;

32. Teachers outside the fixed establishment are entitled to salaries which, although they may be lower than those of permanently appointed teachers, ensure a reasonable standard of living ;

33. In countries where it is not already the case, steps should be taken to ensure that secondary teachers' holidays and authorized leave are fully paid.

SPECIAL EMOLUMENTS

34. In many countries secondary teachers receive allowances or special emoluments such as lodging facilities and total or partial exemption from tuition fees for their children ; in countries where such allowances as cost-of-living, residential, transfer expenses, and family allowances are paid to teachers in common with other categories of public servants and of members of other comparable professions, they should be paid at the same rate and on the same terms.

SOCIAL INSURANCE

35. All secondary teachers should have a social insurance scheme covering the following contingencies : retirement, compensation for survivors, disability, illness and maternity ; wherever they are required to make contributions for such benefits, these contributions, other than in exceptional circumstances, should not be higher than those paid into the scheme by the public authorities ;

36. On reaching a given age, or completing a given number of years of service, secondary teachers should be entitled to a retirement pension or lump sum, or both ; they should be paid at a proportional level if they leave the service before the given limits, after completing a stipulated minimum length of service, with the proviso that such arrangement does not encourage them to leave the service prematurely ;

37. In the event of disability or incapacity leading to enforced retirement, secondary teachers should be entitled to a pension or lump sum with a minimum high enough to ensure that the teachers concerned are not in want ;

38. In the event of illness, secondary teachers should be entitled to sick leave with full pay for an adequate period, their replacement being supplied by the education authorities ; it is desirable that they should receive an allowance for medical expenses and medicines, where provision is not otherwise made ; in the event of illness lasting beyond the given period, the pay should be reduced only gradually, until recovery or premature retirement on disability pension ;

39. Women secondary teachers should be entitled to maternity leave with full pay before and after the birth of the child, lasting in all not less than three months, leave in excess of the time granted being reckoned as sick leave ;

40. In the event of a secondary teacher's death, compensation should be paid to his or her dependent survivors; in the case of a widow such payment should continue as long as she remains a widow; in the case of dependent children such payment should continue up to a certain maximum age which is not lower than that of the end of compulsory education, and beyond such age if they are pursuing full-time education;

41. It is desirable that authorized representatives of secondary teachers should assist in formulating and applying the regulations of social insurance schemes.

TEACHERS FROM OTHER COUNTRIES AND AREAS

42. Due account being taken of the various factors on which existing legal provisions concerning the employment of persons from other countries are based, it is desirable that such persons should be eligible, under certain conditions, for appointment to secondary teaching posts if they hold the qualifications required of teachers of the country in which they wish to teach, or the recognized equivalent;

43. In countries with a federal system, it is desirable that teachers from a given constituent state, province or canton should have every possible facility for appointment throughout the federation concerned, provided they have the required linguistic and professional competence.

I. THE EDUCATIONAL WORLD

The International Bureau of Education will be grateful to all editors of journals willing to collaborate in its work of providing educational information on an international scale by reproducing the news items which they find particularly interesting.

ARGENTINA

Development of Secondary Education As part of its second five-year plan, the Argentine government has decided to establish fifteen schools at secondary level, including national lycées for girls and industrial and vocational schools *IBE — 373 (82)*

Children's Entertainments The municipality of Buenos Aires is intent on providing suitable entertainment for children which will both help in developing their culture and their artistic sense and, at the same time, occupy their leisure. From the month of June, 1953, to the month of May, 1954, the municipality carried on its campaign in this respect by organizing 68 theatrical shows for children in the theatres, open spaces and parks. As many as 295,000 young spectators attended these shows. *IBE — 371.864 (82)*

AUSTRALIA

Education Week Education Week was celebrated throughout the state of Victoria from 15th to 21st August, 1953. In the schools under the jurisdiction of the Department of Education, the accent was chiefly on the daily school work. Visits to schools were organized for parents, who were thus able to see their children at work, to take part in demonstrations of modern teaching methods, and to admire the exhibits of work done by the pupils at various stages. *IBE — 37 N (94)*

Physical Education and Life-saving At the National Fitness Camp which was held at Broken Bay from 16th to 19th April, 1954, a life-saving conference and training camp was organized for the benefit of teachers and members of interested bodies associated with life-saving. The programme covered discussion of methods of life-saving awards and examinations, and recommendations as to future conduct of life-saving in schools were submitted. *IBE — 371.73 (94)*

AUSTRIA

School Journeys Fourteen thousand children from all parts of Austria have already benefitted from the school journeys to Vienna which have been organized for the past few years by the Federal Ministry of Education. These journeys have enabled them to learn something of the cultural, economic and scientific value of the capital and its influence on the country as a whole. As from the spring of 1954, the teachers accompanying their pupils will also have all their expenses paid. *IBE — 371.256 (436)*

Workers' Secondary School The workers' secondary school in Vienna is intended for young people under seventeen years of age who are gainfully employed in some vocation. It will enable them to obtain the matriculation certificate after nine semesters of intensive study in evening classes. *IBE — 373 — 374.1 (436)*

BELGIUM

Administrative Chiefs and Housemasters A draft law has been submitted to the State Council which will have the effect of giving a legal status to the head teachers in charge of the material organization and the administrative affairs of secondary schools of the *athénée* type, and housemasters of the boarding establishments annexed to certain State junior secondary schools. *IBE — 379.91 (493)*

School and Vocational Guidance By royal decree, the recently established Higher Council of School and Vocational Guidance replaces the Guidance Council which has been in existence since 1936. One of the first tasks of the new council will be to examine projects relative to the status of school and vocational guidance in Belgium, which already has 90 recognised services working in this field, 25 of them organized by subordinate bodies and 65 by private initiative. To these 90 services should be added 13 psycho-medico-social centres annexed to State establishments. *IBE — 377.922 — 377.94 (493)*

Jubilee To mark the twenty-fifth anniversary of the educational and psychological laboratory of Angleur, special study days were organized on 13th, 14th and 15th April, 1954. *IBE — 37 N (493)*

Bird Songs in School The Ministry of Education has been requested to distribute to the schools at various grades 3,000 sets of gramophone records and explanatory notes on the bird songsters in the royal park of Laeken, which have been offered to the schoolchildren by Queen Elisabeth. *IBE — 375.2 (493)*

BRAZIL

Development of Secondary Education The following figures will serve to show the ever-increasing number of pupils enrolled in secondary schools in Brazil: 1931, 50 thousand pupils; 1941, 160 thousand;

1945, 250 thousand; 1953, 400 thousand. In 1900, there were 10 pupils pursuing secondary school studies for every group of ten thousand inhabitants; by 1930, the number had risen to 20, by 1940, to 40, while at the present time the number is 75. *IBE* — 379.96 (81)

CANADA

School Television

The Canadian Broadcasting Corporation has announced plans for a programme of school and educational television to be inaugurated in Canadian schools in November, 1954. *IBE* — 371.368 (71)

For Teachers in Isolated Regions

The North West Territories Teachers' Association has now been in existence for about a year. Distance and isolation preclude the functioning of the Association in a "normal" manner, but its members have nevertheless produced a magazine called the NWTTA Review which will serve as a link between them and help to break down their isolation. *IBE* — 371.18 (71)

COLOMBIA

Status of Teachers in Private Schools

Teachers in private secondary schools are entitled to a government pension amounting to 70 pesos per month for life on reaching the age of seventy and after a minimum of fifteen years' service. *IBE* — 371.15 (86)

Fortieth Anniversary of the "Gimnasio Moderno"

The *Gimnasio Moderno*, opened in 1914 at Bogota, recently celebrated the fortieth anniversary of its foundation. Under the constant inspiration of its founder and director, Mr. Agustin Nieto Caballero, this new private school is renowned beyond the frontiers of Colombia and exercises a real influence on the educational evolution of other countries. *IBE* — 371.384 (86)

CZECHOSLOVAKIA

Higher Institutes of Education

Since 1st September, 1953, three higher institutes of education, situated at Prague, Olomouc and Bratislava, have replaced the faculties of letters and science, insofar as the training of secondary teachers for the various subjects figuring in the curriculum of the three upper classes of the eleven-year comprehensive school is concerned. This solution enables the teachers to have a less specialized training than in certain faculties of science, for example, and to supplement their general training by courses in education, psychology and teaching methods. *IBE* — 371.123 (437)

Advanced Evening Classes

Advanced evening classes for workers extend over five or six years and comprise sixteen hours of study per week. They aim to satisfy the ever increasing demands for engineers and technicians and are open to qualified workers. Those attending the classes are released

from their work when preparing for examinations and they may even take a holiday during the last year as well as being eligible for a scholarship to cover their expenses. *IBE* — 378.92 (437)

DENMARK

Cultural Aid for Sailors and Merchant Seamen

The Naval Library delivers a case of books to all Danish naval and other ships leaving for European or more distant ports. This provision of books is renewed every time the ship comes into port at Copenhagen. Sailors are very appreciative of this new service since they would not use the few hours ashore at their disposal to get their own supply of books from the public library. *IBE* — 374.2 (439)

DOMINICAN REPUBLIC

Teachers' Houses

Thanks to the *Viviendas para el Maestro* scheme brought into force by the government two years ago, a secondary teacher may become the owner of a house. Teachers who are members of the scheme contribute 2% of their salary to it. Four times a year some fifteen to twenty houses are drawn for by lot. The winners pay no further contribution to the scheme, but only a monthly sum amounting to one-hundred-and-eightieth of the value of the house. When they have paid the full value of the house, they receive the title deeds of it. *IBE* — 371.15 (729.3)

EGYPT

From Primary to Secondary Teaching

The law makes provision for the passage, each year, of a certain number of specially qualified primary teachers to secondary teaching, such promotion being based on the recommendation of the inspectors. *IBE* — 371.11 (62)

FRANCE

Teachers' Salaries

The French government decided at the end of May, 1954, to increase the annual salaries of teachers. The increases, which will include both a general increase for all officials and a special allowance for teachers only, are as follows (the figures in brackets indicating the category index): primary teachers — beginners (208), 7,500 francs; primary teachers (360), 22,300 francs; secondary teachers with first degree (25), 10,700 francs; first degree (400), 31,700 francs; first degree (510), 50,700 francs; *agrégés* (315), 19,200 francs; *agrégés* (500), 48,300 francs; *agrégés* (630), 82,000 francs; lecturers (600), 75,500 francs; faculty professors (700), 101,000 francs. *IBE* — 371.15 (44)

More than Five Million Pupils

A study undertaken by the National Institute of Statistics shows that a vast increase in the school population is to be expected when the 1949 generation, the most numerous since the war, reaches the compulsory schooling age. This

increase will be 232,000 (40%) in 1957. When the schools reopen in October, 1954, accommodation will have to be found for a total of 5,105,000 children between the ages of 8 and 13 years, or 307,000 more than in 1953. *IBE — 379.96 (44)*

"Emergency" Schools Twenty-one prototypes of "emergency" schools have been presented to the Prefecture of Versailles. These lightly constructed buildings, the majority pre-fabricated, consist of one, two or three classrooms each costing 3,500,000 francs, and lodging accommodation for the teachers valued at 2 million francs. The State and the various departments will grant subsidies amounting to 90% of the net cost of building to those communes wishing to obtain an emergency school and able to furnish the necessary land. *IBE — 371.6 (44)*

Lycées in the Outskirts of Paris In order to prevent pupils from the districts adjoining Paris coming to aggravate the problem of overcrowding in the lycées of the capital, the Ministry of National Education has adopted the strategy of opening secondary schools on the outskirts of the city. At the present time, some twenty such schools are being built or equipped around Paris. Although temporarily dependent on the Parisian lycées, these school groupings will shortly be autonomous. *IBE — 371.6 (44)*

National Census and Education With the object of determining the cultural level of the population, the relation between the vocations and the school results, and what positions graduates in law and letters are occupying, the only question (can you read and/or write?) of the paragraph marked "education" on the national census form has been replaced this year by seven questions. These questions refer to the certificates and diplomas obtained, the age on leaving school, and on finishing post-school education, etc. Every individual over fourteen years of age must fill in a form. *IBE — 37 P — 370.6 (44)*

Cooperation between Parents and the School Administration A liaison committee between families and the National Education Administration has been set up, under the chairmanship of the minister, so that there can be an exchange of useful information relative to the successful working of the schools and the quality of the studies. In principle the committee meets once a term but may be called exceptionally if one of the parents' federations requests it. *IBE — 371.026 (44)*

New Physical Education Tests Physical education tests involving high jump, weight throwing, sprinting, climbing, resistance course or coordination exercises for candidates, have been decreed for all the examinations for the certificates of vocational aptitude. For the vocations where physical aptitude is easily proved by means of the special movements required in the actual work, one or more tests will be devised later. *IBE — 371.73 (44)*

**Centre for Teaching
in the Open-air**

A national centre for education in the open-air has recently been established for men and women teachers who wish to prepare for the certificate of aptitude for teaching in open-air schools. *IBE — 371.19 (44)*

**Balance Sheet
of School Cooperatives**

According to the latest available figures, there are 18,400 school cooperatives grouping 682,700 scholars operating in France. Receipts amounting to 133 million francs, raised by such activities as harvesting medicinal and other plants, gardening and the breeding of small animals, handicrafts at home and at school, editing journals, etc., made it possible to set aside 42 million francs for the purchase of film or slide projectors, teaching aids and printing materials, 52 million francs for financing school journeys, and 8 million francs for work of a social nature. — *IBE — 377.32 — 371.388 (44)*

Hostel for Baccalaureates

The first French hostel at secondary level, for women who have passed the baccalaureate examination and are preparing in the Paris lycées for the entrance examination to one of the higher schools, was recently opened. The hostel has 400 individual rooms, and is run on lines supple enough to serve as a transition from the strict regime of the lycées to the freedom of the universities. *IBE — 371.011 (44)*

GERMAN FEDERAL REPUBLIC

School Village Founded

A "school village", the first of its kind in Germany, was recently opened between Jugenheim and Seeheim in the Bergstrasse. It comprises eighteen buildings in all, harbouring a kindergarten, a primary school, special classrooms, a vocational school, laboratories for practical work, and a boarding house. The village owes its conception to the "consolidated schools" to be found in many rural districts of the United States of America. The establishment of this centre, which can accommodate 1,200 pupils, was due to the initiative of the American High Commissioner in Germany, the government of Hesse, and the neighbouring parishes. *IBE — 379.46 (43)*

**Teachers
for Special Schools**

A one-year's course in remedial education (*Heilpädagogik*) is to be established in Mainz for teachers from the Rhineland-Palatinate wishing to specialize in the teaching of handicapped children. The teachers selected will be granted paid leave for one year to attend the course. *IBE — 371.19 (43)*

Shorthand at School

For the first time since the war, an examination in shorthand has been organized in the senior secondary schools and the teacher training establishments in Bavaria. It comprises three tests on correctness, speed and reading, respectively. Candidates for secondary education are recommended to prepare for this examination, training for which is possible through the correspondence courses organized by the Bavarian Institute of Shorthand, in Munich. *IBE — 375.92 (43)*

Gertrud Bäumer

On 23rd March 1954, Gertrud Bäumer, one of the pioneers of the women's movement, died at Bethel, near Bielefeld, at the age of 81 years. For more than half a century she strove, by her writings and her lectures, to improve the education of women whom she hoped to see better prepared to understand and to fulfil their social, educational and cultural mission. *IBE — 37 C (43)*

HONDURAS**Teachers' Status**

The government of Honduras pays for the education of one of the children of a secondary school teacher with a minimum of ten years' service. It also grants a retirement pension to teachers in private secondary schools. *IBE — 371.15 (728.3)*

HUNGARY**Increased Enrolment**

At a national conference called by the Hungarian Ministry of Education it was stated that there are at present 58,000 students in the Hungarian universities, a figure which represents about sixty-one students per 10,000 head of population, and a five-fold increase on the pre-war figure. Pupils in secondary schools now number 129,000, two and a half times the pre-war total, and in the top or eighth class of the general schools there are 110,920 pupils or three times the pre-war figure. *IBE — 379.96 (439)*

INDIA**Development of
Basic Education**

The government of Bengal has voted a credit of 526,822 rupees for the establishment of two basic education schools, and has made a grant of 134,036 rupees for a training college in basic education with accommodation for 60 students. In Madras state, the transformation of the primary schools into basic education schools is being extended to all the state municipal schools, including those in the capital. In the new schools, three hours of the daily programme are being devoted, at the primary level, to lessons in the mother tongue, arithmetic, history, geography, and moral and civic instruction, and the rest of the time is given over to handicraft activities. Specialists have been entrusted with drawing up textbooks for the basic education schools in Tamil and in Telugu. *IBE — 370.9 (54)*

Secondary Education

Before proceeding with the reorganization of the secondary schools (see Bulletin Nos. 108 and 110), the Ministry of Education of the central government in India has appointed an international team of eight educationists to study the chief systems of selection and training of secondary school teachers in force at the present time, as well as the curricula and teaching methods at secondary level. This team has visited schools in Denmark, the United Kingdom and the United

States and is now studying conditions in India. The project was made possible by financial assistance from the Ford Foundation and administered by the Institute of International Education. *IBE* — 373 — 379.824 (54)

INDONESIA

Two New Universities Two new universities are to be opened in Indonesia during 1954. They are: the University of Hassanudin, at Macassar, which will probably incorporate the faculty of economic science of the University of Indonesia already functioning in this town, and the University of Erlangga, in the eastern part of the island of Java, which will also have a branch in the island of Sumatra. *IBE* — 378 (92)

Faculty of Administrative Sciences Proposed The Indonesian government is contemplating founding a faculty of administrative sciences at the University of Indonesia. With this object in view, the government has invited Professor Edw. H. Lichtfield, of the faculty of commercial and administrative science of the University of Ithaca, New York, and Professor Alan Rankin, to study the question on the spot. *IBE* — 378 (92)

IRELAND

Teachers' Demands Irish National (primary) Teachers held their annual congress in Dublin during Easter week, at the same time as the secondary and vocational teachers. The main topics discussed were parity of salary scales with the other branches of the teaching profession, the need for the abolition of the ban which compels women teachers to resign on marriage, the recruitment of untrained teachers, and the erection, repair and maintenance of school buildings. A resolution requesting the government to prohibit the importation of low-grade comics was passed unanimously. *IBE* — 371.18 — 371.863 (415)

ITALY

European Congress on Children's Literature A European congress on literature for children and adolescents was organized at Florence, from 27th to 30th May, 1954, by the national didactic centre for research and documentation. The conclusions reached by the congress will be published by the national didactic centre. *IBE* — 371.862 — 37 N (45)

JAPAN

Children's Writings for Children Japanese children have launched an appeal to children of other countries with a view to making a collection of writings, photographs, drawings, and handicraft illustrating their life, and that of their country and their people, which could be used in a publication. They hope to start a collective scheme similar to that already carried out on a Japanese national plan. *IBE* — 371.386 (52)

NETHERLANDS

School in a Fair

A travelling school attached to a fair, probably the first of its kind, was opened at Leeuwarden, in July, 1954. It was housed in a caravan, with a second caravan providing accommodation for the teacher and his family. The introduction of this type of school is being watched with interest and, if it proves a success, other similar schools are likely to be opened, thus helping to solve the difficulty of educating fairmen's children throughout the Netherlands. *IBE — 371.97 (492)*

Plans for Building Children's Homes

The Dutch Child Welfare Union has taken the initiative of carrying out an inquiry concerning the drawing up of plans for buildings which will meet the varying needs of childhood. Committees have been appointed to analyse the requirements for each type of boarding establishment (observation centres, hostels for young people, reception centres, homes for mentally deficient children, vocational training centres, etc.). General norms rather than model plans have been established for each type. They take account of the fundamental necessities, natural to the kind of children to be received and to the method to be applied. *IBE — 371.011 (492)*

NEW ZEALAND

Reorganization of School Districts

According to the provisions of the Education Amendment Act, 1953, "Education Boards are to be constituted as from their next election in 1954 on a new basis under which each Board will consist of one member for each ward or a number of members for a combined group of wards into which the district is to be divided. Each district is to be divided into a number of wards according to the number of public and intermediate schools within the district, the normal number ranging between eight and fourteen". *IBE — 379 (931)*

NORWAY

Teacher Members of Parliament

Several Norwegian teachers are members of parliament, but now, for the first time, a woman member has been elected president of the Norwegian Association of Primary Teachers. *IBE — 379.81 (481)*

PAKISTAN

Official Languages

The Pakistan Constituent Assembly meeting on 7th May, 1954, decided that Urdu and Bengali would be the official languages of Pakistan under its new constitution, but that English would continue to be used for official purposes for the next twenty years. Provision is also to be made for the teaching of Arabic, Urdu and Bengali in secondary schools and all measures taken for the development and growth of a common national language. *IBE — 375.1 (549)*

Sports Control Board The Pakistan government has appointed a Pakistan Sports Control Board to advise the central government in the formation of national policies in respect of games, sports and athletics throughout the country. The Minister for Education will be president of the new Board which will consist of representatives from various sports associations, government departments and five individuals nominated by the government. *IBE — 371.732 (549)*

PERU

Reorganization of Secondary Education The draft law drawn up by the committee studying secondary education reform provides, among other things, for such education to be organized in stages, the first stage of three years to be common to all pupils, and the second of two years to be one of specialization. It also suggests the introduction of optional subjects in accordance with the needs of the district, the decrease in the number of examinations, the establishment of a permanent committee to deal with secondary education reform, and the appointment of local boards on which will be represented the teachers, the parents, and the church, etc. *IBE — 379.91 — 375 (85)*

PHILIPPINES

Social Studies at School A seminar dealing with the role of social studies in education for international understanding, to be held in September, 1954, will examine the social studies syllabus in primary and secondary schools and in teacher training establishments, and will determine what improvements could be made to the syllabus and to teaching aids in order to bring about better understanding among peoples. *IBE — 375.40 — 377.38 (914)*

SPAIN

Homage for Retired Secondary Teachers In recognition of services rendered, a decree issued on 12th March, 1954, makes it possible for retired secondary teachers to be authorized to undertake such duties as chief of studies, librarian, or school archivist, with the consent of the school's staff council, or to be put in charge of records, museums and collections of teaching aids, inspections or special missions, etc. They will enjoy honours similar to those accorded to persons with the same qualifications, and will retain their identity cards as secondary school teachers. *IBE — 371.15 (46)*

Inspectors Authorized to Levy Fines A presidential decree confers on primary school inspectors the right to levy fines up to a thousand pesetas, not only on persons, but also on authorities disregarding the laws and regulations on primary education. The authorities and their agents must render every possible assistance to the inspectors in the accomplishment of their duties. *IBE — 379.31 (46)*

**Scholarships
for Inspectors
and Primary Teachers**

The Ministry of National Education has opened a competition for the award of ten scholarships each of 12,000 pesetas to primary school inspectors and teachers with a minimum of two years' service, wishing to study pedagogy in the faculty of philosophy and letters in the University of Madrid. *IBE — 371.11 (46)*

**To Commemorate
a Centenary**

As an epilogue to the various festivals and ceremonies which marked the 700th anniversary of the University of Salamanca, the State has decided to bear the expenses of building a school to be named after Alphonso X the Learned, the king who gave the celebrated university its foundation charter seven hundred years ago. *IBE — 371.384 (46)*

Women at the University

After very close competition, a woman has been elected to the position of professor of the history of education at the University of Madrid. Although women lecturers and assistant professors have already rendered eminent services to Spanish universities, this is the first time that an ordinary professorship has been entrusted to a woman. *IBE — 376.1 (46)*

**For the Benefit of
Spanish-American Students**

A new hall of residence for Spanish-American students has been opened at the University of Madrid, to be known as the *Colegio Mayor de Nuestra Señora de Guadalupe*. *IBE — 378.9 (46)*

**A School in
Memory of Bolivar**

The government of Venezuela has forwarded to the Spanish government a sum of 17,000 dollars for the construction of a school building at Puebla de Bolívar, in the Basque country, the native village of the family of Simon Bolívar, the leader of the independence movement in Spanish America. *IBE — 371.6 (46)*

SWITZERLAND

**Training of Teachers
for Further Education**

Since 1942, teachers of the last year classes of compulsory education, in the canton of St. Gallen, have been given practical training at the demonstration school attached to the Rorschach Normal School with the class in its final year. Instruction in methodology and psychology is closely linked with the practical exercises. The course is given to a group of eight to twelve teachers who have successfully taught in the schools of their cantons for a minimum of two years. It consists of two periods of four weeks each with an interval of a year. Roughly 100 teachers from various cantons have already followed the course for which a special certificate is awarded. *IBE — 371.12 (494)*

**Academic Examination
of Recruits**

When called up for military service, recruits in Switzerland have to sit for a written and an oral examination on their scholastic achievement. It goes without saying

that the recruits who have had education beyond the compulsory schooling period do better than the others in the examination. Of the 25,399 recruits who passed the written examination in 1953, 48% had only been to a primary school, 35.3% had been through both the lower and the upper stages of a secondary school, 8% had been to a vocational school, and 8.1% to a university. Students numbered 11.9% of the recruits. *IBE — 379.96 (494)*

**Competition concerning
Vocational Guidance**

During its next general assembly, the central theme of which will be "the increase in the number of young people leaving school and the consequences of such increase in the fields of economics, vocational training, vocational guidance and the welfare of apprentices", the Swiss Association for Vocational Guidance and the Welfare of Apprentices is organizing an official competition on this subject. Awards will be given to those participants suggesting the best solutions to the problems raised. *IBE — 377.94 (494)*

**Campaign Against Bad
Children's Literature**

The Zurich studio of the Swiss Broadcasting Company has taken action against unwholesome children's literature by opening a competition to all children aged twelve years or over. The aim of the competition is to collect and to destroy the greatest possible number of unwholesome or doubtful publications, and to determine which three children's literature works receive the most approbation. *IBE — 371.861 (494)*

UNITED KINGDOM

Health Education

The Central Council for Health Education organized a residential summer school at Reichel Hall, Bangor, North Wales, from 17th to 27th August, 1954, the theme of which was "programme and practice in health education". Delegates were given the opportunity of studying actual health problems and of working out model schemes of health education for various sections of the community that could be applied in practice in their own fields. Demonstrations of modern methods of teaching and publicity, practice in public speaking and group leadership, and workshop sessions for the construction of a wide range of health education material were also arranged. *IBE — 375.83 (42)*

**Health Education
Diploma**

The Senate of the University of London has approved a scheme, put forward by a panel of health education lecturers in the university's Institute of Education, instituting a one-year full-time course in health education which will lead to a diploma of the institute in the content and methods of health education. The London School of Hygiene and Tropical Medicine will assist the institute in the more medical aspects such as history and administration of public health and epidemiology. To the staff of the institute, however, will fall the task of correlating such branches of knowledge and the study of the educational problem. In this latter study, the Central Council for Health Education will also cooperate. The course will not be restricted to teachers, but open to all concerned with the educational practice of health. *IBE — 375.83 — 378 (42)*

Schools Adopt Farms

As a result of an experiment begun in 1950 by three pioneer secondary modern schools in the city of Birmingham, many schools under the Birmingham Education Committee are now linked with farms in Gloucestershire, Warwickshire and Staffordshire as a practical lesson in "citizenship" — the training for community living in its widest sense. The time spent at work on the farms by the "farm study groups", the follow-up work in the classroom and the exchange of correspondence, have given to geography and nature study lessons an entirely new meaning. (See also Bulletin No. 103.) *IBE* — 371.38 — 375.2 — 375.41 (42)

Teaching by Television for Deaf Children

Experiments with special television films for deaf children are being carried out in England. Results of the latest tests show that the best method employed up to the present is not to show any written or spoken words at the same time as any other movement. Before any pictures are shown, a very simple explanation is given by the announcer as a close-up, with the speaker's mouth as near to the centre of the film as possible. The words spoken are then presented as captions in special type, and action then follows the spoken word. *IBE* — 371.368 — 371.912 (42)

UNITED STATES**Segregation in Schools Banned**

According to the unanimous ruling of the nine judges in the Supreme Court of the United States on 17th May, 1954, racial segregation in the public schools violates the country's constitution. There was general agreement that segregation of coloured children solely on account of their race is liable to generate a feeling of inferiority as to their status in the community that may affect their hearts and minds, and the damage thus done is unlikely ever to be undone. *IBE* — 379.61 — 377.31 (73)

Institute of International Education 35 Years Old

The Institute of International Education, established in New York in 1919 for the purpose of encouraging international cultural exchanges, celebrated its thirty-fifth anniversary on 1st February, 1954. During 1953, the Institute was responsible for administering programmes for 3,981 persons from 81 countries. As many as 2,259 foreign students and 296 foreign specialists were brought to the United States under the auspices of the Institute, while 58 American specialists went abroad and 396 Americans received private grants for foreign study, and 972 persons were recommended for Fulbright scholarships. *IBE* — 379.822 (73)

Shortage of Teachers and Salaries

According to a study undertaken by the National Education Association of the United States, the median annual salary paid, in the country as a whole, to a primary teacher, is 3,205 dollars, and that paid to a secondary teacher 3,795 dollars. This largely explains why more than a million men and women with the requisite qualifications for teaching prefer to go into commerce or industry where salaries are much higher. *IBE* — 371.15 (73)

**Efforts to Overcome
Teacher Shortage**

As one means of overcoming teacher shortage in primary schools, Wayne University College of Education, Detroit, Michigan, has inaugurated a programme of short intensive teacher-preparation lasting several months as from the spring of 1954. This will give liberal-arts alumni and other qualified adults an opportunity to gain the professional background and instruction in teaching methods required for the Michigan teachers' certificate. *IBE — 371.12 (73)*

Visiting Teachers

The Michigan State Board of Education has approved the plan for visiting-teacher training proposed by the Michigan State College. The programme involves a one-year graduate curriculum and requires a minimum of forty-five term-hours' credit in social work, guidance, and related subjects. It will be administered jointly by the department of social work and guidance and counselor training. *IBE — 371.19 (73)*

**Cooperation in
Scholarships Awards**

With a view to ensuring that appropriate scholarship awards go to students who deserve them, thirteen universities and colleges in the western coastal area of the United States have announced a united approach to the problem. The cooperating institutions are prepared in the future to offer two types of awards, namely, honours accorded on admission to the university or college purely on academic achievement without regard to financial need, and scholarship grants which will vary in amount according to the students' needs and will not be academic awards. It will thus be possible for students to receive both honours at entrance and scholarship grants towards their expenses. *IBE — 379.67 — 378 (73)*

**Cooperative Programme
in Educational
Administration**

"Applying research in educational administration" was the main topic of the conference sponsored by the centre of the Cooperative Programme in Educational Administration located at the University of Chicago, which was held at the university from 19th to 23rd July, 1954. Special attention was paid to the implications of research for personnel administration, public relations in education, the use of outside resources by schools, and planning designed to attain educational objectives. *IBE — 379 (73) — 37 N (73)*

**Human Relations
and Intergroup
Understanding**

The fifth Institute of Human Relations and Intergroup Understanding was held from 21st June to 12th July, 1954, at the American University, Washington, D.C. The programme was designed to acquaint the student with the economic and human costs on intergroup tension, both within one country and at the world level, and to develop his knowledge of the resources and methods available for the improvement of intergroup relations. *IBE — 377.33 (73)*

Conference on Reading The seventeenth annual Conference on Reading was held at the University of Chicago from 29th June to 2nd July, 1954. Discussion centred around the theme "promoting maximal reading growth among able learners", special consideration being given to the problems faced at the secondary school level. *IBE* — 371.861 — 37 N (73)

U. S. S. R.

The Right to Education Article 121 of the constitution of the Union of Soviet Socialist Republics states that all citizens in the U.S.S.R. have the right to education. This right is made possible through general and compulsory primary education, free schooling including higher education, a system of State scholarships by which the vast majority of students in the higher schools benefit, teaching in the mother tongue, and organization of free instruction of a vocational, technical and agricultural nature provided for workers in factories, *sovkhozes*, machine and tractor stations, and *kolkhozes*. *IBE* — 379.61 (47)

Rural Schools It is expected that by the end of the sixth five-year plan a ten-year system of compulsory education will be generalized in the country. Each school administration, whether local, communal, or regional, and each rural school should have a concrete plan for material and educational improvement. *Mitchouirinian* teaching, according to the present programmes, must bring about close relationship between theory and practice. The experiments carried out in the school grounds should be recorded by the pupils in table, chart or diagram form, or by a collection of plants. *IBE* — 371.291 (47)

Institute for Further Training in Moscow The Moscow institute for further training is intended solely for serving primary and secondary teachers. Each teacher may follow the refresher courses every five years for one year and, in fact, 95% of the teachers request to do so. The courses are held once a week for eight hours, and the teacher is released from his class for the day without loss of pay. The work is extremely practical. For each subject there is a study group directed by a master of method, and each study group is organized as a class. Historic materialism, psychology and pedagogy figure among the compulsory subjects taught. *IBE* — 371.13 (47)

Parents' University For the past six years, a "parents' university" has functioned in Leningrad. It was opened to give the chairmen and members of parents' school committees and workers in the local trade union children's committees an opportunity of meeting twice monthly for a six-months' course of study in educational questions. Since its foundation, some 700 parents have completed the course and have afterwards taken an active part in public and social work. *IBE* — 371.025 (47)

VENEZUELA

Educational Psychology and Experimentation

One of the six departments of which the National Council on Education is composed deals with educational psychology, while the work of another department is centred around experimental education. Among the activities entrusted to these two departments are the following: the drawing up of school tests and anthropometric record cards, educational psychology and vocational guidance, the establishment of psychotechnical laboratories, the elaboration of tests to evaluate the work of both pupils and teachers, research on the adaptation of Venezuelan schools to the methods and teaching techniques which have proved of value in other countries. *IBE* — 379.2 — 370.7 (87)

YUGOSLAVIA

Privileges for Teachers

Teachers, and their families, are entitled once a year to a 75% reduction on all means of transport, and to a reduction of 40% (during the season) or 60% (during the rest of the year) in all hotels. *IBE* — 371.15 (4971)

INTERNATIONAL EDUCATIONAL ACTIVITY

European Convention on University Studies

The international convention, making it possible for students who hold a diploma giving access to a university of a member country of the Council of Europe to enter a university of their choice in one of the other member countries, came into force after being ratified by the first three countries, namely, England, Ireland and Denmark. *IBE* — 379.824 — 378

Cultural Agreement between Argentine and Ecuador

When the Minister of Education for Ecuador visited the capital of the Argentine Republic, a cultural agreement was signed between the two countries. Among other things this agreement makes provision for the reciprocal award of scholarships to students of the two countries, the exchange of primary and secondary school teachers and, in regard to education, the objective interpretation of historical and geographical facts concerning the signatory countries. *IBE* — 379.824 — 375.42

Anglo-Swiss Exchange

Between 1947 and 1954, 147 Swiss students have served as assistant teachers in secondary schools in Great Britain, 132 of them in England and 15 in Scotland. In compensation, 14 secondary schools in Switzerland have employed 46 British assistant teachers during the same period, 38 of them coming from England and 8 from Scotland. *IBE* — 379.822

**Secondary Teachers'
Retirement Pension**

The inquiry carried out by the International Bureau of Education on the salaries of secondary teachers shows that, while in the majority of the countries the teachers themselves make monthly payments towards their superannuation varying from 2 to 11 %, with an average of 5 %, there are countries such as Belgium, Finland, the German Federal Republic, Honduras, Luxemburg, and Yugoslavia, where the entire financial burden of retirement pensions falls on the administration. *IBE — 371.15*

**International Institute
of Child Psychology**

An international institute of child psychology will shortly be opened at Bangkok, Thailand. It will undertake research on child psychology in the various civilizations and the application of psychology to education. Practical work will be carried out in a number of schools at different levels in Thailand. The institute will be financed in large measure by the Thailand government, aided by Unesco which will undertake to pay the salary of the director and several of the scholarships offered to the teachers in training. *IBE — 136.7 — 370.46*

**Educational Television
and Emulation**

At the international meeting for the study of problems raised by educational television, which was organized in the Belgian capital by the Brussels Treaty Permanent Committee, one of the American observers attending stated that telecasts were a stimulus for teachers who were thus able to measure their own teaching standards by those of their screen colleagues. *IBE — 371.368*

**International Work
Camps of Volunteers**

During the VIIth conference of organizers of international work camps for volunteers, which was held on 5th and 6th April, 1954, at Marly-le-Roi, near Paris, it was decided that in 1954 and 1955 the work camps would deal chiefly with fundamental education and with the clearance of slums. Delegates pointed out that work camps aiding agriculture and the building of embankments tended more and more to be replaced by camps of volunteers working at tasks of immediate social interest. In 1953, more than nine hundred workshops functioned in several countries in Europe, America, Asia and Africa. *IBE — 371.037*

**Reform
of Secondary Education**

An international study conference, held from 6th to 14th May, 1954, at the International House at Sonnenberg, in the Harz Mountains (Germany) was the means of bringing together fifty headmasters and educationists to study the possibility of setting up a comprehensive junior secondary school, with differentiated courses which would make it easier to determine and encourage each pupil's individual gifts within the framework of a common social education until the age of adolescence. The last two days were devoted to visits to modern school groupings at Brunswick and Hanover where these principles are already put into practice. *IBE — 373 — 379.66*

Seminar on the International Labour Organization From 26th May to 9th June, 1954, the World Federation of United Nations Associations organized a seminar, in Geneva, for the study of the International Labour Organization. Among the subjects on the agenda were the I.L.O. and workers' education, the contribution of the I.L.O. to international programmes of economic development, including technical assistance, productivity, agrarian reform, and vocational, cooperative and craft training, etc. *IBE — 379.824*

International Congress on Remedial Education The third international congress on remedial education was held at Vienna, from 8th to 12th June, 1954, under the chairmanship of Professor Asperger. *IBE — 37 N — 371.9*

International Society for Artistic Education The first general assembly of the International Society for Artistic Education was held in Paris, from 5th to 10th July, 1954. This society has been founded in order to facilitate exchanges of information and of material, and to reinforce the position of artistic education in the social life. It is expected that a special group will be appointed to study the role of art and crafts in education and in communal life and to prepare a report for the study conference to be held in September in Tokyo. *IBE — 377.4 — 375.7*

Annual Meetings of I.F.F.T.U. The annual general council and the summer school organized by the International Federation of Free Teachers' Unions will be held at Liège (Belgium) from 12th to 17th July, 1954. The agenda includes discussion of the relations between schools and public bodies. *IBE — 371.18 — 379.4*

International Meeting of Educationists An international meeting of educationists was held in the Pestalozzi Children's Village, at Trogen (Switzerland), from 21st to 29th July, 1954.

International Weeks of Art Under the auspices of the Belgian Ministry of Education, the International Federation for Weeks of Art (Woluwé, Brussels) has, up to the present, arranged thirteen Weeks of Belgian Art, making it possible for more than two thousand cultured persons, from forty-five countries, to admire the rich art cities of Belgium. Inspired by the Belgian example, other nations have officially organized similar art tours during the past twelve years. During the present year, the participants, among whom were many professors, have been able to visit several towns in Algeria, Denmark, Sweden, France, Italy, the Netherlands, and Switzerland. *IBE — 375.7*

II. BIBLIOGRAPHY

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La joie dans la maison. Publié par la Ligue patriotique suisse contre l'alcoolisme, Section neuchâteloise. Neuchâtel et Paris, Delachaux & Niestlé, 1953. 131 p. Illus. — In this volume, with its Christian though undenominational background, a group of parents discuss various home problems, such as married life as between husband and wife and in association with their children, the responsibility for education, the question of health, accommodation, money, etc. (IBE)

371.02 EDUCATION IN THE HOME — 371.026 HOME AND SCHOOL RELATIONS

REST, Walter. Die Schule deiner Kinder. Ein Büchlein für Väter und Mütter. Recklinghausen, Paulus-Verlag, 1952. 124 p. — Since the school is playing a more and more predominant role in the life of children and adolescents, the author seeks to show parents how they can remain supreme with regard to the education of their children and yet take more interest in school life. (IBE)

371.025 EDUCATIONAL PREPARATION OF PARENTS

SKATKIN, L.N. Kak pomogati detiam Khorosho ouchitsia v nachalnykh klassakh. Roditeli i o vospitanii. Moskva, Izdatelstvo akademii pedagogicheskikh Naouk, 1953. 78 p. Bibliogr. — Advice to parents helping them to carry out more effectively their duty towards their children during the primary schooling period. (IBE)

371.025 EDUCATIONAL PREPARATION OF PARENTS

COURTOIS, Gaston. El arte de educar a los niños de hoy. Madrid, Atenas, 1953. 240 p. — Translation into Spanish, by S. Santos Santiago, of a book published in 1952 in Paris, by the Editions Fleurus (see Bulletin No. 110), under the title of "L'art d'élever les enfants d'aujourd'hui". (IBE)

371.026 HOME AND SCHOOL RELATIONS

HYMES, James L. Jr. Effective Home-School Relations. New York, Prentice-Hall, 1953. 264 p. Bibliogr. (p. 232-257). — An examination of the best means of establishing closer collaboration between parents and teachers in order to build more goodwill between the school, the home and the community; also of the psychological and sociological factors at the basis of such collaboration, followed by a detailed account of the many practical issues involved. (IBE)

371.13 (43) FURTHER TRAINING OF TEACHERS

Lehrerfortbildung. Festschrift zum 25-jährigen Bestehen des Institute für Lehrerfortbildung in Hamburg. Hamburg, Gesellschaft der Freunde des vaterländischen Schul- und Erziehungswesens und der Schulbehörde in Hamburg. 48 p. — Booklet published to commemorate the 25th anniversary of the further training institute for teachers in Hamburg. (IBE)

371.14 TEACHER PSYCHOLOGY, ANALYSIS OF THE PROFESSION

Ratgeber für junge Lehrer. Unter Mitwirkung führender Schulmänner und Hochschullehrer herausgegeben von Willy Kuhn. Stuttgart, Klett, 1954. 151 p. — Advice to young teachers dealing with the daily school work, observation of pupils and the evaluation of their work, relations between teachers and the local authorities and professional associations, and further training, etc. (IBE)

371.262 EXAMINATIONS

JACKSON, Dennis B. The Exam Secret. How to Shine in Examinations. Kingswood (Surrey), Elliot's Right Way Books, 1954. 128 p. — Convinced that neither the best student nor the best scholar is the one who gains the highest marks in examinations, but that it is he who best understands examination technique who carries the day, the author has set himself the task of explaining this technique to those in need of it. (IBE)

371.265 PSYCHOLOGICAL TESTS OF INTELLIGENCE

HEIM, A. W. **The Appraisal of Intelligence**. London, Methuen, 1954. 172 p. Bibliogr. — A critical examination of current methods of measuring intelligence, clearly indicating that not only strictly quantitative measurement should be used, but that non-psychometric methods should also be considered, making allowances for individual differences of taste and of previous experience. He believes, however, that these should be sufficiently uniform to enable norms to be established and offers practical suggestions for further research in this field. (IBE)

371.266 CHARACTER OBSERVATION METHODS — 377.911 DIFFICULT CHILDREN

BRUNNER, Josef. **Schwererzichbare männliche Jugendliche im Rorschach-Formdeutversuch**. Freiburg, Schweiz, Universitätsverlag, 1954. 195 p. Bibliogr. (Arbeiten zur Psychologie, Pädagogik und Heilpädagogik, No. 4, herausgegeben vom Institut für Pädagogik und angewandte Psychologie der Universität Freiburg). — Results of the application of the Rorschach test to a certain number of difficult adolescents, and the interpretation of the statistical and psychographical results, comparisons, particular problems, special education based on the data of this test, and the utility of its application to the examination of adolescents presenting character problems. (IBE)

371.266 CHARACTER OBSERVATION METHODS

RENNER, Maria. **Der Wartegg-Zeichentest im Dienste der Erziehungsberatung**. Nach der Auswertung von Vetter. München/Basel, Ernst Reinhardt, 1953. 60 p. — Interpretation of drawings in the Wartegg projective test— used particularly in German-speaking countries for the examination of children—according to the Vetter method based on the methodology of graphology in relation to psychiatry. Appended are 23 plates of children's drawings. (IBE)

371.291 (81) RURAL SCHOOLS (BRAZIL)

KING HALL, Robert. **A nova escola primária brasileira**. Rio de Janeiro, Instituto nacional de estudos pedagógicos, publicação No. 64, 1950. 32 p. Photos. — A report by the professor of comparative education at Teachers College, Columbia University, on the transformation of the Brazilian primary schools according to the plan drafted by the national institute for educational studies, dealing with the problems involved in putting the plan into practice, and its social consequences, and offering suggestions for the development and progressive improvement of the plan. (IBE)

371.30 DIDACTIC PRINCIPLES — 373 SECONDARY EDUCATION

BUTLER, Frank A. **The Improvement of Teaching in Secondary Schools**. Rev. ed. Chicago, Illinois, The University of Chicago Press, 1953. 399 p. — Stressing the *why* of teaching, rather than the *how*, the author believes that all secondary teaching should be based on the development of worth-while objectives and the use of psychologically sound methods which will guide the pupil's energy towards the self-activities best suited to his personal attainment of those objectives. It should also recognise individual differences and the need for diagnostic and remedial measures, and should aim to provide the best possible physical and social environment. Fragmentary teaching should give place to learning that is generalized and unified. (IBE)

371.31 GROUP WORK — 370.47 SOCIOLOGY AND EDUCATION

KONOPKA, Gisela. **Group Work in the Institution**. A Modern Challenge. New York, Whiteside, Inc. and William Morrow & Co., 1954. 304 p. Bibliogr. — An analysis of the role of the professional group worker and of the many possibilities for creative work in all types of institutions, not only children's homes, but also institutions for unmarried mothers, the aged, handicapped children, or young delinquents, and prisoners. Many case studies are included in illustration and practical suggestions offered. (IBE)

371.34 TEACHING MATERIAL

LEUTHOLD, Hans. *Die Kartei des Lehrers. Praktische Anleitung zum Einrichten und Führen von Karteien*. Winterthur, Schubiger, 1953. 144 p. — Demonstration of keeping a record of school documentation as a working instrument for teachers, accompanied by a description of the different forms it can take and of its varied possibilities of application. (IBE)

371.43 NEW EDUCATION — 373 (44) SECONDARY EDUCATION (FRANCE)

BLOCH, M. A. *La Pédagogie des classes nouvelles*. Paris, Presses universitaires de France, 1953. 135 p. (Nouvelle Encyclopédie pédagogique). — An account and perspectives of the work accomplished in the "new classes" of French secondary schools, concerning school guidance, animation and augmentation of school work, coordination of subjects, and transformation of the school environment. (IBE)

371.43 NEW EDUCATION — 37 C BIOGRAPHIES

CALOGERO, Giuseppe. *Il Ferriero e la scuola attiva*. Milano, Edizioni Viola, 1953. Bibliogr. — A critical analysis of Adolphe Ferrière's pedagogical ideas of an educational ideal based on a realistic and on a mystical conception of life: realistic, because it starts from a concrete knowledge of nature and of man; mystical, because it is oriented towards the heights of spirituality. (IBE)

371.43 NEW EDUCATION

COUSINET, Roger. *L'educazione nuova*. Firenze. "La nuova Italia" Editrice, 1953. 160 p. — Translation into Italian, by Renato Coén, of a book published in 1951, by Delachaux & Niestlé, at Neuchâtel (see Bulletin No. 99), under the title of "L'éducation nouvelle". (IBE)

371.44 CHILDREN'S COMMUNITIES — 136.7 CHILD PSYCHOLOGY

LANE, Homer. *Discorsi ai genitori e agli insegnanti*. Firenze, "La nuova Italia" Editrice, 1952. 176 p. — Translation into Italian, by Mariuma Tioli-Gabrieli, of a book published in 1948, by George Allen & Unwin, in London, under the title of "Talks to Parents and Teachers". (IBE)

371.59 SELF-GOVERNMENT — 371.44 CHILDREN'S COMMUNITIES

FERRIÈRE, Adolphe. *L'autonomie degli scolari*. Firenze, "La nuova Italia" Editrice, 1953. 206 p. — Translation into Italian, by Marino Ciravegna and Margherita Fasolo, of a book published in 1950, by Delachaux & Niestlé, at Neuchâtel (see Bulletin No. 95), under the title of "L'autonomie des écoliers dans les communautés d'enfants". (IBE)

371.7 SCHOOL HYGIENE

BITELLI, Adelmo. *Difesa sanitaria del fanciullo*. Rovigo, Istituto padano di arti grafiche, 1952. — A simple and systematic treatment of health questions affecting schools, such as school buildings, child development, infectious diseases, first aid, etc., with the aim of helping teachers to apply efficiently the indispensable rules of hygiene and prophylaxy. (IBE)

371.73 PHYSICAL EDUCATION

JOYNSON, D. Cyril. *Physical Education for Children. A Handbook of Objective Activities*. London, Nicholas Kaye, 1954. Illustrations by Margaret Brogden. 218 p. — A description of modern methods of physical education, schemes of work and lesson material, particularly for teachers in primary schools. The main points discussed are the structure and content of the daily lesson, teaching technique, exercises demanding only small apparatus, agility exercises and skills, dancing, creative and expressive movement, apparatus and equipment and how much of this can be improvised. (IBE)

371.9 EXCEPTIONAL CHILDREN

Benachteiligte Kinder. Psychopathen, Intelligenzgeschädigte, waisen und Körperbehinderte. Vorträge des internationalen Kongresses 1952 über benachteiligte Kinder. Herausgegeben von Friedrich Schneider. Freiburg i. Br., Lambertus-Verlag, 1953. 243 p. — A collection of the reports presented to the international congress on exceptional children, organized at Salzburg (Austria) by the town's institute of comparative education, in collaboration with "Caritas". (IBE)

371.92 MENTAL DEFICIENCY

KOHLER, Claude. *Les déficiences intellectuelles chez l'enfant.* 3^e section: Psychiatrie infantile. Paris, Presses universitaires de France, 1954. Bibliogr. (Collection Paideia). — A summary of the present position of research on intellectual deficiency, followed by an examination of the evolution of normal intelligence, the origins and causes of intellectual deficiency in a child, serious, medium, and slight degrees of intellectual deficiency, stages in diagnosis, possibilities of preventive and remedial action, and the chief aspects of the evolution of a child's mental deficiency. Laws and legislative decrees on aid to backward and delicate children in France are given in an appendix. (IBE)

371.93 MORAL DEFICIENCY — 377.91 MEDICO-PSYCHOLOGICAL AID

MICHAUX, Léon. *El niño perverso.* Barcelona, Luis Miracle, 1953. 102 p. — Translation into Spanish, by C. Mata Ros, of the book published in 1952 by the Presses Universitaires de France, in Paris, under the title of "L'enfant pervers". (IBE)

371.93 YOUNG DELINQUENTS

RUIZ-FUNES, Mariano. *Criminalidad de los menores.* Mexico, Imprenta Universitaria, 1953. 398 p. Bibliogr. — A posthumous work by the former professor of the University of Murcia (Spain) and Mexico, containing a genetic interpretation of child criminality and a classification of young delinquents, followed by a documented study, including personal experiences, on the aetiology of this category of children (background, cinema, family, profession, school, heredity, sex, psychological, physical and mental factors, etc.). The analysis of the penal aspect of the problem leads the author naturally to make suggestions concerning the organization of children's courts and the drafting of a code for minors. (IBE)

371.94 WAIFS AND STRAYS

NÉRON, Guy. *El niño vagabundo.* Barcelona, Luis Miracle, 1953. 118 p. — Translation into Spanish, by F. Velasco, of a book published in 1952 by the Presses Universitaires de France, in Paris, under the title of "L'enfant vagabond". (IBE)

371.95 SPECIALLY GIFTED CHILDREN

PARKYN, G. W. *Children of High Intelligence.* A New Zealand Study. (Wellington), New Zealand Council for Educational Research, 1953. 288 p. App. Tables. — A reprint of a report published in 1948 as the result of an investigation of children of general high intelligence, as distinct from special talents, carried out by the present Director of the New Zealand Council for Educational Research. (See Bulletin No. 89.) (IBE)

371.95 SPECIALLY GIFTED CHILDREN

SCHEIFELE, Marian. *The Gifted Child in the Regular Classroom.* New York, Teachers College, Columbia University, 1953. 84 p. Bibliogr. (Practical Suggestions for Teaching, No. 12). — An examination of the means at a teacher's disposal for identifying specially gifted children, and an investigation of the special problems of the gifted child, followed by a review of current school practices, suggested enrichment activities and experiences, and the teacher's role in aiding the personal development of the gifted child. (IBE)

372.4 READING — 375.12 MOTHER TONGUE

WITTY, Paul. *How to become a better reader*. Chicago, Science Research Associates, 1953. 304 and 10 p. Tables. — According to the author, who is Director of the Psycho-Educational Clinic, Northwestern University, a reader may be able to read about 180 words a minute, while only understanding 50-60% of the ideas presented. Appropriate exercises should make him able to improve his rate of reading—perhaps 50% or more—and yet understand all he reads, thus gaining greatly in comprehension and in the joy of reading. The method suggested is essentially practical, and is supplemented by exercises, tests of reading and of vocabulary, as well as a progress folder for measuring improvement. (IBE)

373 SECONDARY EDUCATION — 375.0 CURRICULUM (GENERAL QUESTIONS) — 371.301 FUNCTIONAL EDUCATION

The Fifty-Second Yearbook of the National Society for the Study of Education. Part I. Adapting the Secondary School Program to the Needs of Youth. Ed. by Nelson B. Henry. Chicago, The University of Chicago Press, 1953. 316 p. — A collection of articles by a number of educationists on functional education in secondary schools. After the introductory chapter on the youth-needs motive in secondary education, the various sections deal respectively with: basic considerations involved in planning a school program, over-all design of programs for youth, problems of the classroom teacher, and secondary schools and the future. (IBE)

373.5 (729.5) VOCATIONAL EDUCATION (PUERTO RICO)

MUNOZ AMATO, Pedro. *La educación de los servidores públicos*. Experiencias en Puerto Rico y su significación para la América latina. San Juan de Puerto Rico, Escuela de Administración pública, 1952. 22 p. — Report on experiments carried out in Puerto Rico in the training of officials, presented to the international seminar on public administration by its chairman, the dean of the Social Service College of the University of Puerto Rico. (IBE)

374 (81) ADULT EDUCATION (BRAZIL)

FALCÃO, Rubens. *A Educação de adultos no Estado do Rio*. (Apontamentos para a sua história). Rio de Janeiro, Departamento de Imprensa Nacional, 1949. 36 p. Stat. — A short historical survey of the chief stages in the education of adults in Brazil, as from 1871. (IBE)

375.0 CURRICULA — 372 PRIMARY EDUCATION

RAGAN, William B. *Modern Elementary Curriculum*. Problems and Projects, and Photo-Comments, by Celia Burns Stendler. New York, The Dryden Press, 1953. 570 p. Photos. Bibliogr. App. — Convinced that children's experiences in the primary school can determine in large measure their future success and happiness, the author, professor of education at the University of Oklahoma, takes as her main premise that education must be concerned primarily with the improvement of living in a community. Consequently, the primary school curriculum should be based on realities and cultural ideas as well as on the pupils' characteristics and needs. Each chapter ends with some "problems and projects" set by Professor Stendler to stimulate the students to think for themselves. (IBE)

375.05 CURRICULA — 378 HIGHER EDUCATION

Planes de estudios de las universidades latinoamericanas. Guatemala, C.A., Union de universidades latinoamericanas, 1953. 1,004 p. (Biblioteca universitaria latinoamericana, Vol. II). — Contains the study plans, classified by subjects and by years, of the different faculties of the universities to be found in the twenty-one countries of Latin America. (IBE)

375.106 LITERATURE — 371.383 SCHOOL DRAMA

HUDSON, A. K. (compiled for the Society for Teachers of English). *Shakespeare and the Classroom*. London, William Heinemann, 1954. 114 p. — An adult's reactions to a dramatic work depend very much on how this work was previously presented to him at school. The present volume, based very largely on the experiences of a number of teachers, shows the different methods of introducing Shakespeare's plays in class, with pupils of the age-groups 11-13 years, 13-15 years, and over 16 years. The study is preceded by a foreword by Bernard Miles, and supplemented by lists of recommended books, films, filmstrips and slides, and recordings. (IBE)

375.12 MOTHER TONGUE

SMITH, A. E. *English in the Modern School*. London, Methuen, 1954. 168 p. — The author, a former secondary school headmaster and now a training college lecturer, seeks to define the aim of teaching their mother tongue to secondary modern school pupils, namely, to train the pupils to think clearly, to express themselves orally and in writing in an agreeable and coherent manner, to read with profit and discrimination, to appreciate the joys and the inspiration of the oral and spoken word, using all the various means at the teachers' disposal. (IBE)

375.12 MOTHER TONGUE

COLLINS, V. H. *The Choice of Words*. A Book of Synonyms with Explanations. London, Longmans, Green & Co., Ltd., 1952. 222 p. — The current usage of English words, involving 400 groups of common synonyms and words that should not be, but often are, treated as synonyms, with an explanation of their correct use illustrated by examples. The author fully recognises that language is not static but is always changing, so that new words, or extensions of the use of old words, may be permissible when a new shade of meaning is supplied to fill a definite need. (IBE)

375.13 MODERN LANGUAGES

L'enseignement des langues vivantes et la compréhension internationale. Paris, Service d'édition et de vente des publications de l'éducation nationale, n.d. 114 p. (Mémoires et documents scolaires). — A report by the French Commission for Education, Science and Culture, prepared for the seminar organized by Unesco in Ceylon, from 3rd to 28th August, 1953, and dealing with: (a) modern languages and the knowledge of man, (b) examinations and teacher training, (c) teaching of modern eastern languages, (d) special problems of modern language teaching in the French Union, Morocco, and Tunis. (IBE)

375.6 RELIGIOUS EDUCATION

JUNGSMANN, Josef Andreas. *Katschetik*. Aufgabe und Methode der religiösen Unterweisung. Wien, Herder, 1953. 314 p. — Text of a course given by the author at the University of Innsbruck on the aims, tasks and methods of religious education, taking account of the different ages of the pupils. (IBE)

375.72 DRAWING, PAINTING

SLOAN, A. Antoln. *Pictorial Expression in Schools*. London, Pitman, 1953. 64 p. Bibliogr. Illus. — Although the drawings and paintings of young children are often an expression of an imaginary and fantastic world, older children begin to be interested in the techniques of this representation, and their interest passes from the subject to the method. The author seeks to determine the role of the teacher, who should guide the pupil in his search for his own technique without forcing him to work to some formula outside his experience. The teacher should also stimulate a creative attitude, personal to the artist, achieved by the interplay of his own intentions and the dictates of his medium. (IBE)

375.72 DRAWING, PAINTING

KOJOUKHOV, V. N. *Risovanie v shkole*. Iz opyta raboty outchitela. Moskva, Gosoudarstvennoe ouchebno-pedagogicheskoe isdatelstvo. Ministerstva prosveshchenia R.S.F.S.R. 1953. 82 p. — A teacher's reflections on the role, place and different methods of art teaching, based, on his own experience. Abridged biography of the chief Russian and Soviet artists and a list of the most important art galleries in the U.S.S.R. (IBE)

375.991 REGIONAL STUDIES

LEONARDI, Enrico. *L'esplorazione dell'ambiente* (nella pratica della scuola). Rovigo, Istituto padano di arti grafiche, 1953. 207 p. — Study of the environment plays an important part in the teaching of activity schools, because it furnishes many opportunities for individual work and research. Examples are included of work done in this connection by a Venetian teacher. (IBE)

376.5 EARLY CHILDHOOD — 371.02 EDUCATION IN THE HOME

GIORDANO, Luis. *Como educar al hijo*. Pedagogia familiar del pre-escolar. Buenos Aires, Editorial Guillermo Kraft, 1950. 232 p. — Hints for parents on how to rear children from birth to school age: nursing, weaning, feeding, sleep, baths, first teeth, clothing, play, speech, punishment, etc. (IBE)

376.7 ADOLESCENCE

BLANCO PIÑÁN, Salvador. *Los adolescentes por dentro*. Madrid, Ediciones Fax, 1953. 142 p. — Advice to parents on their attitude to the moral and religious problems of adolescents. (IBE)

376.7 ADOLESCENCE — 377.922 SCHOOL GUIDANCE

ROTHNEY, John W. M. *The High School Student*. A Book of Cases. New York, The Dryden Press, 1953. 271 p. Bibliogr. — A guide to the various methods of studying pupils, followed by records of individual pupils classified as the troubled ones, the ones in trouble, the happy ones, the physically handicapped, and the quiet ones, with a final chapter for teachers on principles, problems, and methods in case studies. (IBE)

377.1 RELIGIOUS EDUCATION — 371.30 DIDACTIC PRINCIPLES

RINDERKNECHT, Hans Jakob, ZELLER, Konrad. *Methodik christlicher Unterweisung*. 3rd. ed. Zürich, Zwingli-Verlag, 1953. 178 p. — An examination of the problems of methods which the teacher or pastor in charge of religious education has to face, followed by examples taken from actual practice. (IBE)

377.21 CHARACTER EDUCATION — 370.3 PHILOSOPHY OF EDUCATION

FOERSTER, Friedrich Wilhelm. *Schule und Charakter*. Moralphädagogische Probleme des Schullebens. 15th ed. enl. Recklinghausen, Paulus-Verlag, 1953. 452 p. — The first edition of this book appeared in 1908 and was translated into French. The present edition contains several new chapters on democracy and the elite, and on the teacher and the university, and discusses self-government in English and American schools. (IBE)

377.255 SEXUAL EDUCATION

FOERSTER, Friedrich Wilhelm. *Sexualethik und Sexualpädagogik*. Eine neue Begründung alter Wahrheiten. 6th ed. enl. Recklinghausen, Paulus-Verlag, 1952. 421 p. — The publication of a sixth edition to this book on sexual ethics and education forty years after the first issue, shows that the problem has not yet been solved. Foerster is opposed to certain modern trends in sexual education, stresses the evil effects of psychoanalysis carried to extremes, and suggests new solutions. (IBE)

377.31 INTERGROUP RELATIONS

STENDLER, Celia Burns and MARTIN, William E. *Intergroup Education in Kindergarten-Primary Grades*. New York, The Macmillan Company, 1953. 152 p. App. Bibliogr. — A handbook for teachers in kindergartens and the junior classes of primary schools on how to build desirable intergroup attitudes in children. Taking as a starting point, the philosophy and principles at the basis of such education, the authors stress the many possibilities open to the teacher to arouse the interest of their pupils in social, racial and religious problems, etc., and to modify their attitudes towards such problems. (IBE)

377.31 INTERCULTURAL RELATIONS

REDDEN, John D. and RYAN, Francis A. *Intercultural Education*. Milwaukee, The Bruce Publishing Company, 1951. 180 p. — A systematic study of intercultural education bearing on the meaning and bases of such instruction, problems of general and special significance, and methods for introducing the subject. One chapter deals with Unesco's work in this field. (IBE)

377.34 (43) POLITICAL EDUCATION — 375.82 (43) CIVICS (GERMANY)

Politische Bildung und Erziehung. Herausgegeben von Gerhart BINDER, Günther FREDE, Karl KOLLNIG, Félix MESSERSCHMID. Stuttgart, Klett, 1953. 159 p. Bibliogr. — Detailed examination of the principles and problems of political and civic instruction in Germany, as discussed at the Permanent Conference of Ministers of Education in the German Federal Republic, followed by the legislation and curricula bearing on this subject, and the text of a selection of national and international documents. (IBE)

377.342 DEMOCRATIC EDUCATION — 373 SECONDARY EDUCATION — 370.47 SOCIOLOGY AND EDUCATION

STILES, Lindley J. and DORSEY, Mattie F. *Democratic Teaching in Secondary Schools*. Chicago, Lippincott, 1950. 580 p. — Considering secondary education as an instrument for democratic development, the authors stress the need for a new type of school and new methods of teaching, based on a better understanding of young people and their needs, as well as an understanding of the learning process. After examining the different aspects of democratic teaching methods, guidance techniques, pupil-teacher relationships, group thinking and group action, etc., the authors offer many useful suggestions to teachers for helping youth to attain full adult status. (IBE)

377.37 TRAINING FOR LEADERSHIP

MURRAY, Janet P. and MURRAY, Clyde E. *Guide Lines for Group Leaders*. The Why and How of Group Work. New York, Whiteside, Inc. and William Morrow & Co., 1954. 224 p. Bibliogr. — Discusses the many problems that will have to be faced by persons called to positions of group responsibility without previous training for the work, and offers suggestions for successfully conducting programmes of many varied types with scout troops, youth organizations, church groups, camps, community centres, etc. (IBE)

377.4 ARTISTIC EDUCATION

MORANDO, Dante. *I presupposti teoretici dell'educazione estetica*. Domò-dossola-Milano. S.A.L.E. Sodalitas, 1953. 246 p. — An argument to show the true reason for æsthetic education. If it is true that artistic activity is not the same as knowledge, it nevertheless exercises a considerable influence on knowledge and human activities; art satisfies a social demand and fulfils a educative function. (IBE)

377.4 ARTISTIC EDUCATION

ZIEGFELD, Ernest. *Art in the College Program of General Education*. New York, Bureau of Publications, Teachers College, Columbia University, 1953. 240 p. Bibliogr. — After investigating why general education has of late years assumed a much greater importance in contemporary education, the factors responsible for this trend and the purposes behind it, the author examines the nature of art experience, its significance for the individual, and its role in social development. Finally he studies its particular contribution to the general education of students at college level and the broad purposes behind the art programme. (IBE)

378.6 (44) SPECIAL HIGHER EDUCATION ESTABLISHMENTS (FRANCE)

Ecole Nationale d'Administration. Rapport du Directeur de l'école à son conseil d'administration 1945-1952. Paris, Imprimerie nationale, 1952. 639 p. — A full report on the organization, administration and functioning of this school since its foundation in 1945 until 1952. (IBE)

379 (73) SCHOOL ADMINISTRATION (UNITED STATES)

REMMLEIN, Madaline Kinter. *The Law of Local Public School Administration*. New York, Toronto, London, McGraw-Hill Book Company, 1953. 272 p. Bibliogr. — The author, lecturer in school law at George Washington University surveys the problems connected with school administration, ranging over such questions as the legal status of local school boards, school finance, creation and alteration of school districts, buildings and sites, pupil transportation, personnel administration, pupil regulation, public-school boards and private schools, and liabilities of school boards. Her book contains much useful information that the teacher, as well as the administrator should know. (IBE)

379.91 (43) SCHOOL LEGISLATION

GRAPENGERTER-v. ZERSEN. *Kustusrecht*. I. Band *Schulwesen*. Hamburg, Christen, 1953. — Collection of laws, regulations and other official documents concerning education, science and culture in the German Federal Republic and the town of Hamburg. (IBE)

612.821 EXPERIMENTAL PSYCHOLOGY

Contributi del laboratorio di psicologia. Vol. XVI. Milano. "Vita e Pensiero", 1952. 280 p. (Publicazioni dell'Università cattolica del Sacro Cuore). — Results of research on behaviour and personality carried out by various tests. (IBE)

By subscribing to the "International Service of Education Card Indexes", librarians and educationists wishing to establish a record of recent books on education may obtain copies of the Bureau's bibliographical notices, printed on one side of the paper only, suitable for mounting on index cards.

III. ACTIVITY OF THE BUREAU

RESEARCH DIVISION

Inquiry on the Teaching of Art in Primary and Secondary Schools. The questionnaire of this inquiry has been sent to the Ministries of Education in the different countries. It comprises 22 questions divided into six chapters as follows : (A) Place of Art in Curriculum. (B) Aims Assigned to Art Teaching. (C) Syllabuses. (D) Teaching Methods and Materials. (E) Teachers. (F) Miscellaneous.

Inquiry on Systems of Financing Education. — The Ministries of Education of eight countries have replied to the questionnaire which has been sent to them.

INFORMATION DIVISION

Permanent Exhibition of Public Education. — Five new permanent sections, those of Australia, Austria, Belgium, Canada and Spain, have been organized. A part of the sections belonging to France, the German Federal Republic, Italy, Portugal, Switzerland and Yugoslavia has been changed in each case to illustrate the two special items on the agenda of the XVIIth International Conference on Public Education, namely, the training and the status of secondary school teachers.

International Educational Library. — Books received during the second quarter of 1954 : books on psychology, education, school legislation and organization, 369 ; school textbooks, 456 ; children's books, 326 ; total, 1151.

Publications of the International Bureau of Education

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|---|--------------|--|----------|
| 1. Guide du Voyageur s'intéressant aux écoles . . . | Out of print | 29. La situation de la femme mariée dans l'enseigne-
ment. | Out of p |
| 2. La Paix par l'Ecole. P. Bovet. Work of the
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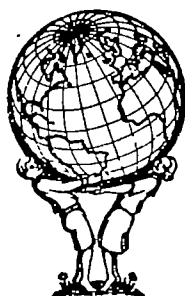
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BULLETIN

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UT PER JUVENES
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GENEVA
INTERNATIONAL BUREAU OF EDUCATION

TWENTY-FIFTH ANNIVERSARY OF THE SIGNING OF THE INTERGOVERNMENTAL STATUTES OF THE INTERNATIONAL BUREAU OF EDUCATION

It is just 25 years ago that the International Bureau of Education became an intergovernmental organization. It was established, as a private undertaking, four years previously, on 18th December, 1925, through the initiative of a group of educationists under the leadership of Edouard Claparède, Pierre Bovet—who became its first director—Adolphe Ferrière and Elisabeth Rotten. From 1926, the Organizing Committee was assisted in its task by the first general secretary, the late Miss Marie Butts. It had taken more than a century for the realization of the idea that Marc Antoine Jullien of Paris had launched in 1817 when he foreshadowed the establishment of a Special Commission on Education, entrusted with collecting information about the situation of education and public instruction in all countries.

It was on 25th July, 1929—a date which coincided with the appointment of Jean Piaget to the directorship of the Bureau—that the representatives of the first three member governments (Poland, Ecuador, and the Republic and Canton of Geneva) as well as the representative of the J.-J. Rousseau Institute (which had made possible the existence of the IBE during this first stage) signed the new statutes, in the offices of the Department of Public Instruction of Geneva. This event marked an important step in the history of the international organization of education since, for the first time, representatives of governments appended their signatures to a document committing them to collaborate in the educational field. The first world war had, as a matter of fact, prevented the meeting of the Intergovernmental Conference on Education, convened to take place at The Hague from 7th to 12th September, 1914; the word “education” did not figure in the Covenant of the League of Nations in 1919, and this same word was finally eliminated from the draft resolution, approved in September 1921, establishing the International Committee on Intellectual Cooperation, in connection with this same League of Nations.

The signatories of the statutes, which comprise 17 articles, proclaimed in the preamble “that the development of education is an essential factor in the establishment of peace and in the moral and material progress of humanity”. They also declared their conviction “that the

collection of data on research and application in the field of education and the assurance of extensive interchange of information and data by which each country may be stimulated to benefit by the experience of others is of importance to this development". They desired that the Bureau, aiming to promote international cooperation, would "maintain an entirely neutral position with regard to national, political and religious questions", and that as an organ of information and investigation it would "work in a strictly scientific and objective spirit". Finally, they wished to point out that the activities of the Bureau would be two-fold, as stipulated in Article 2, namely, "to collect information relating to public and private education, and to undertake experimental or statistical research and to make the results known to educationists".

What more appropriate, on the occasion of this 25th anniversary, than to recall to mind several other dates which constitute landmarks in the development of the activities of the International Bureau of Education: 8th July, 1932, the Ministries of Education of all countries were invited to submit a report on their yearly educational progress to the Council Meeting of the Bureau (1st International Conference on Public Education)... April 1937, transfer of the services of the Bureau's Secretariat to the Palais Wilson, former headquarters of the Secretariat of the League of Nations. It was here in 1938 that the first section of the Permanent Exhibition of Public Education was inaugurated... 16th December, 1939, the Management Committee, which, on account of the war, had taken over the powers of the Council and of the Executive Committee of the Bureau, decided, in agreement with the representatives of the belligerent powers, to organize a service of intellectual assistance to prisoners of war, a service which, up till the end of hostilities, succeeded in sending to the different camps more than 600,000 scientific and literary volumes. Finally, 28th February, 1947, signature of the agreement ensuring collaboration between Unesco and the International Bureau of Education, and making provision, amongst other things, for the establishment of a joint committee, the publishing conjointly of various publications, and the organization and convening in common of the International Conference on Public Education.

It is encouraging to note, after a lapse of 25 years, the favourable change in the attitude of the governments towards international collaboration in matters concerning education. It is also only fair to draw attention to the efforts which the International Bureau of Education has made to render effective the principles laid down in the statutes signed on 25th July, 1954, and to remove the ostracism to which non-founded fears and adverse circumstances, in the international field, seemed bound to condemn education.

I. THE EDUCATIONAL WORLD

The International Bureau of Education will be grateful to all editors of journals willing to collaborate in its work of providing educational information on an international scale by reproducing the news items which they find particularly interesting.

ARGENTINA

Foreign Languages in Primary Schools The Ministry of National Education has decided to establish "juvenile language sections" in the primary schools, so as to allow children between the ages of six and twelve years to learn foreign languages. The promoters of the scheme believe, in effect, that it is at this stage that linguistic knowledge is acquired with the least effort and with the most lasting results. *IBE—375.13 (82)*

New Faculties The national university council has decided to open two new faculties of law in connection with the Universities of Cuyo and the Littoral. These two new university centres will be situated in the towns of Corrientes and Mendoza respectively. *IBE — 378 (82)*

In Aid of the Blind In pursuance of the action undertaken in connection with the five-year plan, the national directorate of social assistance has continued its work for the blind by sending 600 literary and musical works written in Braille to the schools of Colombia and Costa Rica. *IBE — 371.911 (82)*

AUSTRALIA

New Salary Scale A uniform scale of salaries for teachers comprising 21 grades was introduced in Western Australia as from 1st January, 1954. It will have the effect of replacing the various scales which formerly corresponded to the different qualifications of teachers. *IBE — 371.15 (94)*

New Building Scheme In the State of Victoria, the practice of allowing accommodation at a particular school to grow with the school population was successfully carried out with a number of new schools during 1953. According to this scheme, accommodation is first provided for a full complement of first year students, including facilities for the teaching of certain special subjects such as art and science. Additions are then made year by year to keep pace with the progress of these pupils throughout the school and the influx of new pupils. The school reaches its planned size in three or four years and in the final stages a cafeteria, assembly hall and gymnasium are added. *IBE — 371.6 (94)*

School Plantations

In Western Australia, approval has been given for the net proceeds from the sale of timber cut from school plantations to be made available to the schools and/or the Parents Citizen's Associations connected with them. It is hoped that this decision will renew interest in the scheme for planting trees on Crown lands by such associations and by the schools. *IBE* — 377.221 (94)

BELGIUM**Public and Grant-aided Schools**

Out of a total of 826,000 pupils, 362,000 attended communal primary schools during 1953-1954, and 464,000 were enrolled in *adopted* and *adoptable* schools. *IBE* — 379.96 (493)

Study Loans

The University Foundation granted loans to 1,273 secondary school pupils of both sexes, during 1952-1953, to enable them to continue their studies in higher education institutes. These loans, of which the amount varied between 3,000 and 22,000 Belgian francs, represented a total expenditure of 5,400,000 francs. *IBE* — 379.6 (493)

A Solution for School Maladjustment

Faced with a high percentage of maladjustment and of pupils having to repeat their classes, in 1950, a town in Hainaut began a complete reorganization of its primary schools. According to this, the first year of study is considered as an observation class. During the second year, the pupils are divided into three parallel streams according to their development. The teaching is such that the gradual recuperation of backwardness which can be overcome is ensured and transfer to other streams is always possible. The classes are divided among ten schools which, with the exception of two, are equivalent to village schools; the children thus remain in an ordinary school atmosphere. When the reform is completed (in 1955-1956), there will no longer be any need for a child to repeat a class. *IBE* — 377.22 (493)

BULGARIA**University Campus**

Two of the eight buildings to be erected in the university campus of Sofia have already been completed and 1,600 State scholarship holders are in residence in the university hostel. Situated near the scientific research centre and the Bulgarian academy of science, the new campus will include gardens, playing fields, a swimming bath and other athletic facilities. *IBE* — 378.9 (4972)

Reading in Parks

During the summer months, the Sofia municipal library was installed in one of the parks in the town. This initiative was greatly appreciated by the public. *IBE* — 374.2 (4972)

CANADA**Equal Pay Adopted**

The revised schedule of salaries recently adopted by the education authorities in Newfoundland embodies for the first time the principle of equal pay for men and women teachers. *IBE* — 371.15 (71)

COLOMBIA

Model Library

The government of Colombia and Unesco are collaborating in the establishment of a model public library in Medellin, which will be run as a pilot project for Latin America. Emphasis will be given to services connected with workers' and fundamental education. The library will offer lending and reference facilities to adults, young persons, and children. A special collection of easy-to-read publications will be provided for new literates. There will be in addition a programme to stimulate reading interests, including discussion groups, library clubs, lectures, film shows, concerts, and exhibitions. *IBE* — 370.9 — 374.2 (86)

DENMARK

School Psychologists

The university psychological institute in Copenhagen offers a four-year course of studies to school psychologists. In Copenhagen alone, the school psychologist service, to which are attached 14 psychologists, 5 assistants and 5 helpers, examines each year about 3,600 children. *IBE* — 371.196 — 377.91 (489)

FRANCE

Permanent Youth Committee

By a ministerial decree, a permanent committee has been set up to study the different problems concerning young people with which the Ministry of National Education is faced, and which are extraneous to teaching properly speaking, and to coordinate the action of the various organisms interested in this field. The committee will meet at least once a quarter. *IBE* — 377.9 (44)

Necessity for School Guidance

During its 33rd congress, the *Fédération de L'Enseignement professionnel* (vocational education federation) stressed the necessity of ensuring that the number of candidates for technical education is proportional to the labour market. It was stated, in fact, that the 67,800 pupils who passed the leaving examination of the vocational schools only represented about half the number of candidates for the baccalaureate, which amounted to 130,000. *IBE* — 377.922 (44)

School Medical Control

The opening of an exhibition at the Educational Museum, on school and university medical control, provided the authorities with an opportunity of showing the development of these services since 1793, when Lakanal first arranged for a body of health officers to visit the schools, and 1938, when the compulsory medical control of students was introduced. In 1952-1953, more than six million visits were carried out. At the present time, the service can count one doctor and two social welfare assistants for every ten thousand pupils. *IBE* — 371.71 (44)

Elementary French

A ministerial committee of teachers and linguists has completed its task of establishing an elementary grammar and an inventory of the 13,000 words most commonly used in oral French. Although intended in the first place to teach the inhabitants of certain territories of the French Union a simple but correct form of French, the system can also be used to advantage in the teaching of French abroad and even in French primary schools. *IBE* — 375.134 (44)

Bilingual Experiment At the school belonging to SHAPE housed in the Château d'Hennemont, 400 pupils of 12 nationalities receive a bilingual education. It has been shown that it takes twelve-year-olds twice as long to reach the same results in languages as the children who begin at eight years, and that bilingual education, if well carried out with young children, does not lead to a confusion of languages. On the contrary, the experiment seems to indicate that the second language should be taught to very young children, from the age of four or five years, so as to profit by the "sensitive" period which usually ends before the age of ten years. It is worthy of mention also that, at Luchon, an English teacher has been appointed for work in the primary schools of the neighbourhood. *IBE* — 375.122 — 375.13 (44)

Educational Gramophone Records An exhibition organized at the Educational Museum in Paris on the utilization of gramophone records in education has enabled visitors to have some idea of how such sound records can help in the teaching of very varied subjects, and to appreciate different types of work carried out by the pupils after hearing the records in class. *IBE* — 371.37 (44)

Allowances instead of Scholarships Considering the system of scholarships to be out of date, the French National Union of Students would like to see "study allowances" substituted instead. These allowances, the Union maintains, should be equivalent to a minimum living wage, and should be administered by an autonomous bank, and awarded purely on university criteria. *IBE* — 379.67 (44)

Sanatoria and Studies for Invalid Teachers in Training While undergoing treatment, teachers in training who are suffering from pulmonary tuberculosis can now continue their studies and gain their certificates. Two sanatoria have been specially established for them, one for men and the other for women. A co-educational establishment for after-care has also been put at their disposal. *IBE* — 378.9 (44)

French Children Living Abroad In order to help French families with limited resources, living abroad, special scholarships have been granted to enable their children to receive the necessary education, which is not always free. *IBE* — 379.67 — 379.821 (44)

GERMANY

A Centenary The hundredth anniversary of the birth of the well-known educationist Georg Kerschensteiner (29th July, 1954) who was the leading spirit in the founding of the *Arbeitsschule*, was commemorated at Munich on 2nd and 3rd July, 1954, in the presence of many educationists and representatives of both German and foreign educational institutions and societies. *IBE* — 37 N — 37 C (43)

Unification of Performance Marks In accordance with a decision of the Permanent Conference of Ministries of Education, uniform performance marks were introduced during the year 1953-1954 throughout the entire Federal Republic. *IBE* — 379.43 (43)

New System of Selection In Lower Saxony, new regulations have been published concerning the passage from the primary to the secondary school. Henceforth, during the last term of their fourth year at the primary school, pupils will be admitted for six days into the school they wish later to attend, to enable a judgment of their capabilities to be made. Similar regulations have been issued in Hesse. *IBE* — 371.232 (43)

Technical Education and General Culture As a result of a decision of the Permanent Conference of Ministers of Education, it will be possible in future for students in possession of a diploma of a school of building or mechanical engineering to be admitted to higher education institutions without taking an entrance examination, provided that their certificates are marked "good" and that they can prove that they have satisfactorily followed a certain number of general culture courses. *IBE* — 373.2 — 378 (43)

Girls' Schools of General Education Pupils leaving the ordinary girls' secondary schools (*Frauenoberschule*) in the Rhineland-Palatinate may be admitted, without examination, to the sections of the educational institutes training teachers for art, physical education, or needlework. Girls wishing to follow university studies, however, must take a supplementary examination in mathematics and Latin (or French). *IBE* — 373.19 (43)

Rudolf Steiner Education A study week for teachers and students was organized at the "Freie Waldorfschule" in Stuttgart, from 28th July to 7th August, 1954, the main topic being the harmonisation of the child's physical nature and spiritual being considered as the art of education. As customary, study groups and practical exercises supplemented the talks given by various lecturers. *IBE* — 37 N — 371.46 (43)

HUNGARY

Foreign Language Teaching Henceforth, pupils of secondary schools will be able to study a second foreign language as well as Russian. In the "classical" classes of the grammar schools, the teaching of one of the following languages will be compulsory: German, French, English, Italian or Latin. In the "modern" classes, such language teaching will be optional. Foreign language teaching and Latin is to be further extended during the school year 1954-1955. In the secondary commercial, agricultural and industrial schools, these languages will in future be taught on an optional basis. Also optionally, they will be taught in all the university faculties and higher schools. More than a third of the students in the medical faculty have enrolled in the foreign language courses. *IBE* — 375.13 (439)

INDIA

Pupil Self-government One of the most interesting institutions with regard to self-government is the boys' school at Nasik, in Bombay Province, where a mayor, a commissioner and deputies are elected each year by the pupils from among their own ranks. The mayor appoints a cabinet of 15 ministers whose portfolios extend from instruction and information to those

of rewards and hobbies. Various tribunals are set up to judge both serious and slight misdemeanours. In this well directed community, there is hardly any difference between studies and hobbies. After class hours the boys follow their chosen pursuits in complementary classes, where the aim is to develop individual talents and to enable the boys to produce objects which will be useful to the community. *IBE* — 371.59 (54)

IRELAND

Boys and Classics An interesting feature of the Irish secondary school system is the relatively large proportion of boys taking classics. Of the 4,000 or so boys who sit for the Intermediate Certificate Examination almost all take Latin and about 1,000 take Greek. Only about 25% of the boys will study French at this stage, whereas this modern language will be chosen by about 90% of the girls. *IBE* — 375.1 (415)

ITALY

Study Abroad Scholarships offered by the governments of the Netherlands, France, Germany, Sweden, Norway, Finland, and Iceland, have enabled a number of Italian university graduates to study abroad during the academic year 1953-1954. *IBE* — 379.67 (45)

Juvenile Delinquency Post-war social conditions, particularly conducive to juvenile delinquency, rendered necessary the intensification of measures for the re-education of young offenders, and the action taken has already led to positive results. There has, in fact, been a marked decrease in the number of minors in the judicial detention and remand homes, whereas the re-education homes and the institutes for observation, which seek to make useful citizens of young people who have gone astray, have witnessed an increase in numbers from 2,371 in 1944 to 7,066 in 1953. *IBE* — 371.43 (45)

JAPAN

First Woman University Professor For the first time a woman has been appointed professor in a Japanese national university. This innovation has been made in the faculty of law of the University of Kyoto. *IBE* — 378 (52)

LIBERIA

Development of Fundamental Education The Fundamental Education Centre at Klay was officially inaugurated in April, 1954. Some fifty teachers can be housed and trained there, and refresher courses will be organized for teachers in service. A school for about two hundred pupils is to be annexed to the centre for practice teaching. The network of fundamental education schools now comprises 15 establishments with a total of 25 teachers; nine of these establishments have been opened since January, 1953, and a sixteenth will shortly be ready. All of these schools have been opened at the request of the local communities, which must undertake to furnish the school premises, a workshop for manual work, a school garden and living accommodation for the teacher. *IBE* — 370.9 (666)

MEXICO

Financing of Education In his annual message on the country's financial position, the President of the Mexican Republic called attention to the fact that the budget of the Ministry of National Education had reached the figure of 706 million pesos, an increase of 100 million compared with that of the preceding year. In two years, this budget has increased by 60%. *IBE — 379.32 (72)*

Insurance and University Funds More than two hundred persons have taken out life insurances nominating the National University of Mexico as beneficiary. During 1954, this institution celebrated the twenty-fifth anniversary of its administrative autonomy. *IBE — 379.5 — 378 (72)*

Children Aid Adult Literacy In all the primary schools of the Federal District, a special register has been opened so that the best pupils of the fifth and sixth years may sign an undertaking to participate in the literacy campaign to teach an illiterate adult to read and write. *IBE — 379.635 (72)*

Normal School Congress The teacher training bureau of the Ministry of Education has convened a congress the agenda of which includes the following items: (a) education and the great national problems; (b) scientific bases of teacher training; (c) structure of national systems of education; (d) participation of the various social sectors in the field of education. *IBE — 37 N (72)*

NETHERLANDS

Exemption from Military Service for Teachers To help overcome the shortage of teachers, the government has decided to exempt from military service during 1954 teachers whose presence as headmasters is deemed indispensable, particularly if they are employed in schools in the south-west of the country, which was flooded in February, 1953. *IBE — 371.15 (492)*

Foreign Students The number of foreign students enrolled in Dutch educational establishments amounts to 4,000, of which the greatest number (1,800) come from Indonesia. Other figures are as follows: United States (300), Dutch Guiana (286), Belgium (99), Union of South Africa (68), India (32), etc. *IBE — 379.821 (492)*

NEW ZEALAND

Administration of Education "The Administration of Education in New Zealand" was the theme of the 1954 convention of the New Zealand Institute of Public Administration, which was held in Christchurch, from 11th to 13th May, 1954. The objects of the Institute, which is a non-political body, are to advance the study of public administration, and to promote the exchange of information and ideas on all aspects of the subject. *IBE — 379 (931)*

School Building In a recent statement, the Minister of Education announced that the government had provisionally made available £6½ million for the school building programme during the coming year. This represents an increase of £750,000 more than the allocation for last year. *IBE — 371.6 (931)*

Emergency Training Scheme In view of the continued shortage of teachers, the Minister of Education has announced that the emergency training scheme for teachers will be continued for a further year, the sixth since the inception of the scheme. The government has authorized the admission of up to a further 300 trainees under this scheme. *IBE — 371.12 (931)*

NORWAY

Secondary School Pupils' Hobbies The municipal authorities of the city of Oslo have extended the possibilities of leisure-time activities for secondary school pupils by providing optional courses at the municipal vocational schools, where such pupils can practice their hobbies in such subjects as printing, cake-making, wreath-making, shoe-making, embroidery, tinsmithery, photography, masonry, weaving (on a small scale), and carpentry. *IBE — 371.86 — 377.622 (481)*

PAKISTAN

Six-year Plan It is estimated that the total cost of the six-year national plan for educational development will be about Rs.1,150 million. The plan provides for the establishment of 10 new colleges, 66 training institutions, 31 technical institutions, 13 commercial institutions, 721 secondary schools, 24,027 primary schools and 30 pre-primary schools, between the years 1951 and 1957. *IBE — 37 A (549)*

PERU

Aid for Teachers A recent decree provides henceforth for the free secondary education of primary teachers' sons. In this way it is hoped to overcome the inconvenience caused by the fact that the majority of primary teachers are obliged to carry out their duties in out-of-the-way places, long distances from urban centres. *IBE — 371.15 (85)*

School Canteens and the Produce of the Soil The Ministry of Education has decided to open school canteens in the rural, pre-vocational schools. In supplying the needs of the school meals service, advantage will be taken of the produce of the fields and vegetable gardens attached to this type of school, thus supplementing the amount set aside in the school budget for this purpose. *IBE — 371.27 — 371.296 (85)*

The "Peruvian School Day" The school authorities, realizing that the annual celebration of the "Peruvian School Day" duplicates the activities of the school trustee boards, has decided to discontinue this celebration. *IBE — 371.384 (85)*

ROUMANIA

Appointment Grant On their first appointment, primary and secondary teachers in Roumania have the right, among other things, to a special grant equivalent to a month's salary. *IBE — 371.15 (498)*

SPAIN

Secondary School Inspection A decree dated 5th May, 1954, has led to the establishment of an inspectorate for secondary schools in Spain. In addition to the central inspectorate in Madrid, posts of district inspectors will be set up in all the university districts. The functions of the inspectors will be both administrative and educational. *IBE — 379.31 (46)*

Classes for Adults The reorganization of classes for adults, whether for the illiterate or for further training, implies that such classes shall cover a period of not less than 60 class days, and that the lessons shall last for two hours. *IBE — 374 (46)*

Teaching of Pedagogy at the University An education section is to be established as part of the faculty of philosophy and letters of the University of Barcelona. A similar faculty already exists at the University of Madrid. *IBE — 371.124 (46)*

"Menendez y Pelayo" International University The statutes of the "Menendez y Pelayo" University have now received definite approval. The activities of this university are to become permanent. During the summer months, the university will have its headquarters at Santander, where it will organize courses for foreigners, whereas, during the winter, at Madrid, it will be responsible for courses and talks on Spanish humanism and its connections with other cultures. *IBE — 379.823 — 378 (46)*

Studies for Doctors' Degrees According to the new regulations concerning studies for doctors' degrees, all Spanish universities will henceforth be able to grant such degrees. Previously this right was reserved for the Universities of Madrid, Barcelona and Salamanca. Article 9 of the decree stipulates that each university will be responsible for the cost of publishing its theses. *IBE — 378.399 (46)*

SWEDEN

School Reform The Swedish parliament has agreed, in principle, to a nine-year compulsory education scheme and the establishment of a comprehensive "all-age" school (*Enhetsskola*), which will replace the primary and the secondary school. This new nine-year school will be divided into three stages each of three years, namely, infants, intermediate and secondary departments. The definite establishment of the nine-year school is subject to the results of the experiments now being carried out. The reform will involve a thorough modification of the teacher training programme. *IBE — 371.42 (485)*

**Success of School
Meals Service**

The school meals service in Sweden is growing in popularity, not only among primary school pupils, but also among those attending secondary schools. Whereas the proportion of primary school pupils taking school meals is about 70 % of the total enrolment, in the secondary schools about 38 % get free meals. *IBE — 371.27 (485)*

SWITZERLAND**Guidance Class**

The establishment on an experimental basis, with the authorisation of the Department of Education in the Canton of Aargau, of an optional guidance class, has been a great success. This class serves : (a) to facilitate the passage between the last class of compulsory schooling and the beginning of apprenticeship ; (b) to discover the pupils' particular aptitudes and to facilitate the choice of a trade ; (c) to give the pupils an opportunity of furthering the knowledge already acquired. The teaching, based on centres of interest, comprises both compulsory and optional courses, as well as vocational guidance lessons, visits to agricultural and industrial enterprises and workshop practice. *IBE — 374.1 — 377.922 (494)*

Natural Science Teaching

An exhibition of material for the teaching of natural science, together with explanatory talks and practical lessons, has been organized from 11th September to 27th November, 1954, at the Pestalozzianum in Zurich, under the auspices of the secondary teachers' conference and the school equipment committee of the Canton of Zurich. *IBE — 375.2 (494)*

THAILAND**Private Kindergartens**

As funds are not yet available for the opening of kindergartens by the State, the government of Thailand is encouraging the establishment of private institutions at this level, by making grants, endeavouring to train the necessary staff, and making loans available for the premises, etc. *IBE — 372.213 (593)*

TURKEY**Equal Salaries for
Equal Qualifications**

The scale of salaries for teachers in Turkey is drawn up on a basis of individual qualifications. A university graduate is thus paid the same whether he teaches in a primary or a secondary school. Men and women are on the same salary scale. *IBE — 371.15 (496)*

**Primary Education
and Women's Activity**

One of the most striking results of the campaign for the emancipation of women is the increase in the number of women teachers. In the towns women teachers are more numerous than men teachers, and the current tendency is to place primary education wholly in the hands of women. *IBE — 372 — 371.191 (496)*

UNION OF SOUTH AFRICA**Mission Schools**

Mission churches of all denominations have been given the option by the South African government of selling or renting

their school buildings to the Department of Native Affairs, or of retaining full control of their schools, but with only half the former subsidy from the State. If they accept the first alternative, they will continue to receive the full subsidy, and the existing personnel will be allowed to remain. At the present time more than half a million young Africans attend about 4,500 mission schools which employ 12,000 teachers. *IBE* — 379.4 (68)

UNITED KINGDOM

Teacher Supply Increasing The results of measures taken to recruit sufficient additional teachers to match the increasing school population have exceeded expectations. During the four years 1950-1954, the number of full-time teachers employed in primary and secondary schools maintained by local authorities increased by nearly 24,000—an average net increase of about 6,000 teachers a year. Not only has enrolment in training colleges improved, but there has also been a slight trend towards later retirement on the part of serving teachers. *IBE* — 371.1 (42)

Married Women Teachers in Schools About twenty years ago, approximately only a tenth of the number of women teachers in schools were married. By March, 1952, this proportion was about a third. Many women teachers do not now leave the profession on marriage and many others return to teaching after a break in service. *IBE* — 371.191 (42)

Growing Importance of Secondary Education Up to 1953, most of the new places planned in school building programmes in England and Wales were to provide accommodation in primary schools. In 1953-1954, for the first time, more secondary school places were planned than primary. *IBE* — 371.6 — 373 (42)

College of the Sea According to the annual report of the Seafarers' Education Service, which seeks to provide educational facilities for seafaring men, the College of the Sea was able to arrange in 1953, for the first time, for a seafarer to take his University of London examinations while actually on board ship in the Pacific Ocean. The report also states that a quarter of a million books were sent to some 1,640 Merchant Navy ships, and that a record amount of written work was received from its students by the College of the Sea. *IBE* — 371.97 — 378 (42)

New Technical College Nearly 1,500 students enrolled for the first year in the new Brooklyn Farm Technical College, Birmingham, the modern and well-equipped buildings of which were opened in June, 1954. The college will be largely devoted to courses connected with the building trades, and will serve as a contributory college to the major technical institutions in Birmingham, particularly in building subjects, but it will also provide courses for girls in domestic science. *IBE* — 373.54 (42)

Children's Art Exhibition The annual National Exhibition of Children's Art, the seventh to be organized by the *Sunday Pictorial*, opened at the Royal Institute Galleries, London, on 4th September, 1954. Out of over 40,000 entries of paintings, carvings, and mosaics by children aged five to seventeen, from all over Britain, nearly 400 were chosen for exhibition. The exhibits were remarkable, not only for their freshness and spontaneity,

but also in a great many cases for their flair for colour and design and intensity of feeling. Two training awards, one of £250 and the other of £100, were won this year by boys for portraits. After the exhibition closes in London on 29th September, it is to tour different parts of the country, being shown at Birkenhead, Bradford, Coventry, Ipswich, Glasgow and Brighton. *IBE* — 37 N — 375.72 (42 & 41)

Houses for Teachers Although the housing scheme of the Egham Urban District Council now in force allocates 1% of all the houses built each year in the district to teachers, there is not sufficient accommodation available for the eighteen additional teachers who will be required when the new secondary modern school is completed. The Council has therefore requested the Ministry of Housing to increase the district's building quota for 1955 by the number of houses required by the new teachers. *IBE* — 371.6 (42)

Esperanto Experiment in Primary Schools A selected group of one hundred and eighty Midlothian primary schoolchildren recently took a ten-week course in Esperanto, in an experiment to see if pupils taught the principles of language in this way make better progress when they come to study French in the secondary school. *IBE* — 375.15 (41)

Library Centenary Exhibition The Ministry of Education Library, which recently celebrated its hundredth birthday, owes its origin to the educational exhibition sponsored by the Society of Arts, and opened by Prince Albert on 4th July, 1854. To mark the centenary, another exhibition was held at the Science Museum in London. The library now comprises over 100,000 educational books. *IBE* — 37 N — 37 L (42)

UNITED STATES

Soaring School Enrolment Whereas in 1945 the school population in the United States was in the neighbourhood of 26 millions, the number of pupils enrolled in schools in 1954 is estimated at around 37 millions, and it is thought by some people that the figure will be as high as 45 millions by 1960. *IBE* — 379.96 (73)

Modern Languages at Primary Schools Interest in modern language teaching is increasing year by year, and more schools, even at primary level, are now offering experimental language-teaching programmes. It is now possible to learn a second language in the primary schools of the District of Columbia and in at least 200 communes scattered over 34 states. *IBE* — 375.13 (73)

Post-graduate Education Courses Eighty institutions of higher learning offered graduates courses in education leading to a doctor's degree, during the academic year 1950-1951. Of these schools, twenty offered only the Ph. D. with a major in education, sixteen only the Ed. D., and forty-four offered both degrees. During the same year, as many as 933 candidates received doctor's degrees in education. *IBE* — 371.124 — 378.399 (73)

Conference on School Law A conference on school law, sponsored by the Cooperative Program in Educational Administration, Middle Atlantic Region, was held at Duke University, Durham, North Carolina, from 15th to 17th June, 1954. The conference was designed to develop competency of legal understanding among school teachers, to motivate universities to place greater emphasis on school law in the training programme, and to develop a closer cooperation of school administrators, and professors of school administration and of law. *IBE — 379.91 — 37 N (73)*

Child Study Association The Child Study Association of America is to hold its annual conference in New York, on 28th March, 1955, around the theme: "Living and Growing with our Children: the Emotional Impact on Parents of Typical Growth Phases of Childhood". *IBE — 376.7 — 37 P (73)*

U.S.S.R.

Free Schooling Schooling is free from the first to the seventh grade in the Soviet Union. From the eighth to the tenth grade fees ranging between 150 and 200 roubles are at present charged. Textbooks are sold at low prices but are available free of charge to those families unable to procure them. *IBE — 379.62 (47)*

Possibility of Pension without Retirement The State bears all the costs relative to teachers' social insurance. A pension equivalent to 40% of their salary is granted to teachers after 25 years' service, even if they decide to continue teaching. *IBE — 371.15 (47)*

Accommodation for Teachers Although living accommodation for the teacher is included in any school which is built, if he so desires, the teacher may obtain credit from the State to build his own house. *IBE — 371.15 (47)*

Vernacular Languages Sixty vernacular languages are used in teaching in the U.S.S.R. In the Russian Soviet Federated Socialist Republic alone, forty-four languages are used in the schools. The Russian language is taught in all schools in the Republics of the Soviet Union not later than the third year of compulsory education. *IBE — 375.1 (47)*

Role of Examinations The State considers examinations to be one means of checking the level of the pupils' knowledge. For this reason, secondary school pupils have to sit for twenty-five examinations during the course of their studies. *IBE — 371.262 (47)*

Polytechnic Workshops The polytechnic workshop is the basis for extra-scholastic manual and technical work. In the first classes the pupils learn to handle the commonly used materials such as paper, textiles, and clay, and to use such instruments as knives, scissors, etc. Later they work in metal, attempt a certain amount of electrical work and begin to set up apparatus. In the upper classes, an effort is made to introduce the pupils to purely mechanical work and facility in handling machines (electric motors, internal combustion engines), and to give them some idea of electrotechnics and radiotechnics, the making of models, and the reparation of apparatus and school equipment, etc. *IBE — 375.91 (47)*

URUGUAY

Benefits for Older Secondary Teachers

In order to lighten the work of secondary teachers with more than twenty years' service, they have been granted a reduction in the number of their teaching hours. An attempt has also been made to utilise the services of the older teachers in other activities connected with education. *IBE* — 371.15 (891)

YUGOSLAVIA

School Statistics

In 1952-1953, there were 2,131,691 pupils in the schools of Yugoslavia, excluding art schools and schools for adults. This number represented 12.62% of the total population, whereas in 1938-1939, the percentage was 11.60, and the number of pupils 1,786,939. This increase was particularly noticeable in the upper classes of the primary schools and in the secondary schools, where the increase was 306.7%, in vocational schools and in higher education establishments. In contrast, the number of pupils in the primary schools (the first four years) was only 1,396,927 in 1952-1953, compared with 1,428,223 in 1938-1939. This state of affairs was due to the decrease in the number of births during the war years and in 1945. *IBE* — 379.96 (4971)

University Autonomy

According to the new law on universities, the faculties and the universities are to become autonomous institutions each with their own statutes and governing bodies, as follows: (a) a dean and a staff council for each faculty; (b) a university executive board, composed of the rector and the deans of faculties, whose duty it will be to coordinate the activity of the different faculties, and to prepare the budget, etc.; (c) a university council, composed of the rector, the deputy-rector, a representative of each faculty and a corresponding number of members chosen from well-known persons in the cultural and scientific fields, whose chief task will be to vote on the statutes for the university and the faculties; (d) faculty councils, composed of all the professors of the faculty and eminent persons in the scientific world. In principle, the last-named should be the social management body, while the staff council should serve as the faculty's governing body. *IBE* — 378 — 379.91 (4971)

INTERNATIONAL EDUCATIONAL ACTIVITY

Equal Pay for Equal Work It appears from the inquiry undertaken by the International Bureau of Education on the salaries of secondary school teachers, the results of which served as a working paper for the XVIIth International Conference on Public Education, that only seven out of the fifty-seven countries replying to the inquiry make any discrimination between the salaries of men and women teachers. *IBE* — 371.15

International Federation of Teachers' Associations

The annual conference of the International Federation of Teachers' Associations (IFTA) was held in Oslo, from 29th to 31st July, 1954. Two resolutions were unanimously adopted, one dealing with the participation of teachers in the cultural life of the community, and the other concerning the teaching of international understanding in teacher training institutions. *IBE* — 371.18

International Federation of Secondary Teachers

The International Federation of Secondary Teachers (FIPESO) met in Oslo for its 25th congress, at the same time as IFTA, the two organizations holding their opening meeting jointly. Sixteen countries represented by 29 associations took part. A resolution defining in thirteen points the trends and the defence of secondary education was adopted. *IBE — 371.18*

World Confederation of Organizations of the Teaching Profession

Immediately following the IFTA and FIPESO conferences, the World Confederation of Organizations of the Teaching Profession (WCOTP) held its meetings in Oslo, from 31st July to 5th August, 1954. Discussion centred around the theme of teaching training, for which the member associations had furnished reports on the national situation in their respective countries. A five-point resolution voted by the assembly declared its opposition to any lowering of the standard of the studies required of future primary and secondary teachers, and that it deemed both theoretical and practical training to be indispensable. *IBE — 371.18*

XIXth Session of the Joint Committee

The Joint Committee of International Teachers' Federations met in Moscow, from 9th to 11th August, 1954. The three constituent federations agreed on the text of a Teachers' Charter comprising in all fifteen articles. "Accepting as their aim the development of the child's individual personality, teachers must respect their pupils' right to freedom of thought and encourage in them the development of independent judgment". According to this Charter, "the essential duties of the teacher are to respect the individuality of the child, to discover and develop his abilities, to care for his education and training, to aim constantly at shaping the moral consciousness of the future man and citizen, and to educate him in a spirit of democracy, peace, and friendship between peoples". "The rights of the teacher", the Charter goes on to state "are independent of sex, race and colour, and of his personal beliefs and opinions, provided always that he does not impose his beliefs and opinions upon the child". It also states that "teachers are entitled to exercise freely full civic and professional rights". The Committee also passed two recommendations, one recognising the importance of international exchanges in furthering mutual understanding, and the other concerning the relations between the Joint Committee and intergovernmental organizations and the measures to be taken to follow up the work of these organizations in connection with the training and status of teachers. *IBE — 371.18*

IIInd Latin-American Educational Conference

Convened by the Latin-American Bureau of Education, which has its headquarters in Madrid, the second Latin-American Educational Conference was held at Quito, from 15th to 22nd October, 1954, under the auspices of the Ministry of Education for Ecuador. In continuance of its work of coordination among the Spanish and Portuguese-speaking countries, the conference voted several recommendations dealing, among other things, with teacher training, national literacy campaigns, exchange of experts connected with school organization and administration, vocational teaching at secondary level, and cooperation of the Latin-American countries in the

work of Unesco, the International Bureau of Education, and the Organization of American States. *IBE* — 379.824

Seminar on Secondary Education Under the auspices of the Organization of American States, an Inter-American Seminar on Secondary Education will be held in Santiago in Chile, in December, 1954, the main theme being the organization of secondary education. The International Bureau of Education will contribute towards the educational exhibition which will be organized at the same time by sending a collection of school textbooks. *IBE* — 373

Student Exchange Thirty British students spent about three weeks of their summer holiday in the Soviet Union while, as a reciprocal measure, thirty Russian students toured Great Britain. This is the first time since the war that such an exchange has taken place. *IBE* — 379.822

Universal Children's Day 1954 The second universal children's day, organized by the International Union of Child Welfare, was celebrated on 5th October, 1954. Article 2 of the Declaration of the Rights of the Child: "The child must be cared for with due respect for the family as an entity" was taken as the theme for the celebration. *IBE* — 362.7

World Council for Christian Education The World Council for Christian Education met at Frankfurt, from 7th to 9th July, 1954, under the chairmanship of Lord Mackintosh, of Halifax. Delegates from thirty-eight countries, representing 50 millions of children and adolescents, examined various problems relative to Christian education. *IBE* — 377.1

Mental Deficiency An Inter-Scandinavian conference to discuss the care to be given to the mentally deficient met at Helsinki, from 11th to 13th June, 1954. The conference was limited to scientists, teachers and doctors specializing in this subject. *IBE* — 371.92

International Association of Teachers of Maladjusted Children The International Association of Teachers of Maladjusted Children met in Brussels, from 12th to 16th July, 1954, for its second international conference open to all specialists in child welfare, to discuss suitable teaching methods for use in re-education. *IBE* — 377.91

Educational and Cultural Television Programmes The first international study course relative to educational and cultural television programmes, which was held in London from 5th to 24th July, 1954, brought together 32 television programme producers belonging to a dozen countries. The experts felt there was a need to develop international exchanges of programmes, without prejudicing the national character of the telecasts produced by each country. All television programmes—whether for adults or for children—should be educational in character as well as recreational. *IBE* — 371.368

International Exhibition of Schoolchildren's Work Forty-four countries were represented in the exhibition of work by pupils of Rudolf Steiner schools, which was organized from 5th to 15th August, 1954, at the Goetheanum in Dornach, near Basle (Switzerland). *IBE* — 37 N — 371.46

Vocational Guidance The International Association for Vocational Guidance, which has now been in existence for two years, held its first congress at Bonn. Twenty-four countries were represented at this meeting which provided vocational guidance advisers an opportunity of making known the results obtained in their respective countries. *IBE — 377.94*

International Family Conference The International Union of Family Organizations convened an International Family Conference at Stuttgart, from 11th to 19th September, 1954, the themes of which were "Rural families in modern society" and "Family action in the working class". *IBE — 37 N*

European Fair of Teaching Materials Convened by the European Association for Teaching Materials, whose secretariat is in Freiburg-im-Bresgau, the third European fair of teaching materials was held in Ludwigsberg, near Stuttgart, from 12th to 16th September, 1954. *IBE — 371.63*

Treatment for Young Delinquents A series of studies on the treatment of young delinquents was organized in Vienna, from 27th September to 9th October, 1954, by the social division of the Technical Assistance Administration of the European Centre of the United Nations. *IBE — 371.93*

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan for the Classification of Educational Documents" used by the Bureau. All the books mentioned below can be consulted in the International Education Library.

37 A (71) EDUCATION IN CANADA

The Organisation and Administration of Public Schools in Canada. Ottawa, Dominion Bureau of Statistics, 1952. x & 312 p. (D.B.S. Reference Paper, No. 31, Feb. 1952). — A report consisting of an introductory chapter dealing with the factors affecting Canada's educational structure, the influence of other countries on Canadian education, school enrolment, private schools, Canadian universities and colleges, adult education, and the financing of education, followed by a chapter describing the educational system in each of the provinces. The final chapter concerns the various activities of the federal government related to school education. (IBE)

37 A (71) EDUCATION IN CANADA

PORTER, Fernand. **Perspectives pédagogiques au Canada français.** Montréal, Ed. Franciscaines, 1954. 47. — After summarizing the historical antecedents of education in French Canada and its present situation, the author suggests drawing upon the best external influences, freeing teaching from an outdated empiricism and studying critically modern educational sciences, in order to select the best means of restoring the family to its religious outlook and its delicate sense of duty and morality. (IBE)

37 A (42.012) EDUCATION IN THE BRITISH COLONIES

LEWIS, L. J. **Educational Policy and Practice in British Tropical Areas.** London, etc., 1954. viii & 142 p. Bibliogr. (10 pages). App. (Nelson's Educational Handbooks). — An outline of the growth of educational activity and policy, and how such policy has been carried out in actual practice, with special reference to tropical Africa, Malaya and the West Indies. It also describes the urgent current problems to be solved in the task of extending satisfactory educational facilities to all members of the community in the countries concerned. (IBE)

37 B HISTORY OF EDUCATION

LEIF, J. and RUSTIN, G. **Histoire des institutions scolaires.** Paris, Delagrave, cop. 1954, 230 p. App. — A handbook for French teacher training students dealing with: the origins of the school in the early civilizations and in the Greek-Roman world; the development of organized teaching by the Church in the Middle Ages and under the monarchy; the organization of public education by the State, during the Revolution and under Napoleon; the struggle between the Church and the State for control of the schools, under the Restoration, the July Monarchy, the Second Republic, the Empire, the Third Republic, and since 1890 until the Langevin reform plan. (IBE)

37 B HISTORY OF EDUCATION

PORTER, Fernand. **Guide en éducation.** Anthologie bio-bibliographique. France — Belgique — Suisse. Montréal, Les Editions franciscaines, 1954. 334 p. — A bio-bibliographical anthology of Catholic French-speaking educationists, giving the spiritual physiognomy of each, his vocation as an educationist, his outstanding ideas, important dates in his life, the posts he has held, and a list of his writings. A foreword deals with educational perspectives of French Canada. (IBE)

37 B HISTORY OF EDUCATION

LA LUZ y CABALLERO, José de. *Escritos educativos*. 2 vols. La Habana, Editorial de la Universidad, 1952. 392 and 330 p. — From the reports, and controversial and other articles reproduced in the first volume, it is possible to gather an idea of the educational problems with which Cuba is faced, while the second volume contains the reproduction of a reading primer and of a textbook on education compiled by the author as well as the Spanish translation of an extract from Victor Cousin's report on the teacher training establishments of Prussia. (IBE)

37 B HISTORY OF EDUCATION

SALONI, Alfredo. *Storia della pedagogia*. Firenze, La Nuova Italia, Edizioni Giusti, 1953. 126 p. Bibliogr. (Collection Biblioteca degli studenti). — A textbook on the history of education giving a very summarized account of the educational movement from classical antiquity to modern times. (IBE)

37 B (82) HISTORY OF EDUCATION (ARGENTINA)

MANTOVANI, Juan. *Épocas y hombres de la educación argentina*. Buenos Aires, "El Ateneo", 1950. 302 p. — A panoramic view of the cultural and educational problems raised in Argentina by the passage from the Spanish epoch to the regime of independence and autonomy, supplemented by a summary of the role played by the most outstanding political personalities who have been concerned with educational questions: Rivadavia, Mitre and Sarmiento. (IBE)

37 B HISTORY OF EDUCATION — 37 C BIOGRAPHIES

TUSQUETS, J. Ramon Lull, *pedagogo de la cristiandad*. Madrid, Instituto "San José de Calasanz", 1954. 440. Bibliogr. — It is difficult to understand the educational ideas of Lull without considering the complex and engaging figure of this knight, philosopher poet, and missionary in the true setting of the middle ages, this epoch poor in theoreticians of education, but so rich in pedagogical results. This is what Mr. Tusquets, professor of education at the Barcelona Seminary, has attempted to do in devoting his doctor's thesis to the educational principles and influences, both Christian and Arab, to which the author of *Doctrina Pueril* (the first encyclopedia adapted to the mentality of children to be published in any Romanic tongue), and the founder of the missionary school at Miramar, was subject. (IBE)

37 C BIOGRAPHIES — 37 B HISTORY OF EDUCATION

DOMINGO RAFAEL, Hermano. *El precursor de la pedagogía moderna*. (San Juan Bautista de la Salle). Bogota, Pontificia Universidad Católica Javeriana, 1951. 164 p. Bibliogr. Photos. — A doctor's thesis submitted by one of the Christian Brothers on the work of the founder of his order. After examining the fields in which St. Jean Baptiste de la Salle should be considered as a forerunner (primary, secondary and vocational education, teacher training and adult education), the author summarizes the principles on which his pedagogy was based. (IBE)

37 C BIOGRAPHIES — 370 THEORY OF EDUCATION

WALCH, Sister Mary Romana. *Pestalozzi and the Pestalozzian Theory of Education*. A critical study. Washington, D.C., The Catholic University of America Press, 1952. 218 p. App. Bibliogr. — A doctor's thesis defining the position of Pestalozzi and according him his place in the history of education. The first part is devoted to the life of Pestalozzi and the influence of external factors on the literary works and the pedagogical ideas of this great educationist. The other three parts analyse successively Pestalozzi's social, psychological and didactic theories. (IBE)

37 C BIOGRAPHIES — 371.43 NEW EDUCATION — 371.016 BOARDING SCHOOLS

LORETAN, R. P. Franz Kieffer S.M. (1864-1940) und die Villa St-Jean, Freiburg/Schweiz. Versuch einer Synthese zwischen Education Nouvelle und Marianastischer Internatspädagogik. Zürich, Julius-Verlag, 1954. 238 p. App.

Biblog. — After a brief historical survey of the new education and of the educational tradition of the boarding schools run by the Marist Brothers, the author shows how Father Franz Kieffer, the first director of the "Villa St-Jean", at Fribourg, succeeded in establishing a synthesis between the new and traditional pedagogy. (IBE)

37 C BIOGRAPHIES — 370 THEORY OF EDUCATION

PIROGOV, N. J. *Izbrannie pedagoghitcheskie sochineniia*. 2 Vols. Moskva, Izdatelstvo Akademii pedagoghitcheskikh nauk R.S.F.S.R., 1952. 699 p. Bibliogr. App. Index. (Supplément au journal "Pédagogie soviétique"). — A selection of the educational writings of Pirogov, with a preface by Professor Smirnov summarizing the life and activities of the author. (IBE)

37 I COLLECTED WRITINGS BY AN AUTHOR

LEHRL, Josef. *Aus der Werkstatt eines Erziehers*. Gesammelte Aufsätze Wien, Oesterreichischer Bundesverlag, 1954. 194 p. Bibliogr. — A collection of articles on the reorganization of Austrian schools, intermediate school reform, technique, educational conferences, mass instruction, and a meeting with Josef Steinberger. (IBE)

37 L EDUCATIONAL MUSEUMS

MAJALUT, Joseph. *Le musée pédagogique*. Histoire de sa fondation. Paris, Centre national de documentation pédagogique, 1954. 66 p. — The author of this study, published to commemorate the seventy-fifth anniversary of the founding of the Educational Museum in Paris, recalls how the idea of such an establishment was outlined, for the first time, in a work by M.-A. Jullien (*Esquisses et vues préliminaires d'un ouvrage sur l'éducation comparée*), and then examines how this idea was carried out in different countries from the middle of the XIXth century. A chronological list of educational museums founded between 1851 and 1911 is given in an appendix. (IBE)

37 N INTERNATIONAL CONFERENCES

XVIIth International Conference on Public Education 1954. Paris, Unesco; Geneva, International Bureau of Education, Publication No. 159, 1954. 148 p. — In addition to the text of the two recommendations concerning secondary teacher training and the status of secondary teachers, recommendations comprising 74 clauses and constituting an "International Charter for Secondary Teachers", this volume contains an analytical account of the 14 meetings devoted by the Conference to the general discussion and to the vote on the two recommendations, as well as to the presentation of the reports from the different countries on educational progress during 1953-1954. (IBE)

37 N CONFERENCES — 371.18 TEACHERS' COLLECTIVE ACTION

Teachers for Unity. World Conference of Teachers. Reports — Contributions (Extracts) — Documents. Vienna, July 21-26, 1953. Vienna, World Federation of Teachers' Unions. 232 p. Photos. — Proceedings of the World Conference of Teachers (Vienna, 1953): (a) The situation of the school and the action of the teaching profession in defence of their economic and social conditions, for democratisation of the school and for the maintenance of peace; (b) pedagogic principles of the democratic education of youth. (IBE)

37 N CONFERENCES — 374 (914) ADULT EDUCATION (PHILIPPINES)

Seminar on Fundamental and Adult Education. December 6-12, 1951. Golden Jubilee of the Philippine Educational System. Manila, Bureau of Printing, 1952. x & 226 p. Photos. — A record of the first national seminar on fundamental and adult education, organized at Manila from 6th to 12th December, 1951, as part of the overall programme arranged in celebration of the golden jubilee of the Philippine educational system. (IBE)

370 THEORY OF EDUCATION

STIELER, Georg. *Grundfragen der Erziehung*. Stuttgart, Klett, 1953. 142 p. (Erziehungswissenschaftliche Bücherei, Reihe IV, Sozialpädagogik). — An attempt to clarify the school, family and social bases of education and,

in particular, the aims of education in its widest sense. The author, who is writing as much for professional teachers as for parents, is convinced that, in the educational field, the family, the kindergarten and the primary school have just as important, if not more important, role to play than the academy of science or the university (IBE)

370 THEORY OF EDUCATION — 371.30 DIDACTIC PRINCIPLES — 379 SCHOOL ADMINISTRATION

FONTOURA, Amaral. *Fundamentos de Educação*. 2nd. Ed. Rio de Janeiro, Grafica Editora Aurora, 1952. 342 p. — The first part of this handbook on education for teachers in training defines the sociological and psychological bases of education, according to the modern conception of pedagogy. The second part is devoted to the teaching of the various subjects, while the third surveys the problems raised by school organization and administration. (IBE)

370 THEORY OF EDUCATION — 37 C BIOGRAPHIES

WILLMANN, Otto. *A ciência da educação*. I. Introdução à ciência da educação. Rio de Janeiro, etc., Editora Globo, 1952. 230 p. — Translation into Portuguese, by Leonardo Tochtrop et Alvaro Magalhães, of a classical work by Willmann: *Didaktik als Bildungslehre*, preceded by a 120-page study, by Fr. de Hovre, on the educational and philosophical ideas of the German Catholic educationist. (IBE)

370 THEORY OF EDUCATION

COMENIUS, Johann Amos. *Grosse Didaktik*. In neuer Uebersetzung herausgegeben von Andreas Flitner. Düsseldorf & München, Helmit Küpper, cop. 1954. 264 p. Bibliogr. App. — A new German translation of the classical work of the great Czech educationist, accompanied by historical and critical notes. (IBE)

370.3 PHILOSOPHY OF EDUCATION

VARGAS, S. Alfonso. *Psychology and Philosophy of Teaching According to Traditional Philosophy and Modern Trends*. Washington, D.C., Catholic University of America Press, 1944. 294 p. Bibliogr. — A presentation of the relation between psychology and philosophy in the field of teaching, mainly in the light of the Thomistic philosophy. Teaching is envisaged as involving instruction, directed to the intellect, and formation (usually called education), directed towards the will. The purpose of such teaching is implied in a sentence from the author's conclusions: "Once the intellect of the pupil has been enriched through the acquisition of truth, the next step is to dispose his will so as to fashion his behaviour according to the right norms of conduct." (IBE)

370.3 PHILOSOPHY OF EDUCATION — 373.2 IMPORTANCE OF GENERAL CULTURE

BROTBECK, Kurt. *Die Idee der humanistischen Bildung bei Louis Meylan und im Neuhumanismus der Goethezeit*. Bern, Herbert Lang, 1953. 316 p. Bibliogr. — An attempt to compare, and contrast, the educational ideal of Louis Meylan, author of *Les humanités et la personne*, with that of neo-humanism (Winckelmann, Goethe, Schiller, Hamann, Herder, von Humboldt, Wolf). From this comparative study it appears that, although the two points of view are similar with regard to respect for the individual, the necessity of a harmonious education and universal culture, formal education, importance of art, and rejection of utilitarianism and the rhetoric ideal, Mr. Meylan, the Lausanne educationist enlarges upon the humanist conception, is alien to the formative value of the antique ideal, recognizes the formative value of science and accords a place of honour to religion. (IBE)

370.3 PHILOSOPHY OF EDUCATION

UZCATEGUI, Emilio. *Páginas de cultura y de educación*. Quito, Imprenta de la Universidad central, 1953. 382 p. — A collection of the educational writings published by the dean of the faculty of philosophy, letters and education of the University of Quito during the past 52 years. Chapters which

particularly hold the attention are those on : Four outstanding figures in Education (Sarmiento, Bertrand Russell, Thorndike, Dewey) ; art and education of the Indian, the peasant, and the adult ; etc. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 37 B HISTORY OF EDUCATION

RUSK, Robert R. *The Doctrines of the Great Educators*. Revised and enlarged. London, New York, Macmillan & Co. ; St. Martin's Press, 1954. 312 p. Index. — An exposition, written specially for students of education, of the doctrines of thirteen representative educators : Plato, Quintilian, Elyot, Loyola, Comenius, Milton, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Montessori, Dewey. (IBE)

370.3 PHILOSOPHY OF EDUCATION

OPAHLE, Osvaldo. *La pedagogía de Miguel de Montaigne*. Buenos Aires, Editorial Difusión, 1949. 160 p. — Translation into Spanish, by Carlo Witthaus, of Opahle's study on Montaigne's pedagogy. (IBE)

370.3 PHILOSOPHY OF EDUCATION

PESTALOZZI, Enrico. *La veglia di un solitario*. Firenze, "La Nuova Italia" editrice, 1953. 52 p. — An Italian translation of one of Pestalozzi's less well known writings : *Abendstunde*. The text is accompanied by an introduction by Lombardo Radice and a summary by Carlo Sganzi on Pestalozzi's educational views. (IBE)

370.45 BIOLOGY AND EDUCATION

BIOT, René. *La biologia contro la persona ?* Brescia, "La Scuola" editrice, 1954. 172 p. — Translation of a book published under the title of *Offensives biologiques contre la personne*. In face of the recent conquests of biology and of psychology, the author shows some scepticism and is concerned with the opposition to these facts to be found in the Catholic doctrine. (IBE)

370.47 SOCIOLOGY AND EDUCATION

FONTOURA, Amaral. *Sociologia Educacional*. 3rd Ed. Rio de Janeiro, Gráfica editôra autora, 1954. 282 p. Glossary. — Written for the professors responsible for lecturing on the teaching methods for educational sociology in the faculties of philosophy, this volume deals successively with : (a) sociological fundamentals of education ; (b) social institutions and education ; (c) educational development ; (d) function and social organization of the school. A table showing school sociological investigations that might be entrusted to students accompanies the text. (IBE)

370.47 SOCIOLOGY AND EDUCATION — 371.43 NEW EDUCATION

KILPATRICK, William H. *La función social, cultural y docente de la escuela*. 4th Ed. Buenos Aires, Losada, 1951. 70 p. — Spanish text of five lectures given by the author to the teachers of San Francisco, dealing with the social and cultural aspect of the school, and also with problems connected with teaching methods, curricula and new education theories. (IBE)

370.47 SOCIOLOGY AND EDUCATION

NUNN, Percy. *Fattori e principi dell'educazione*. Firenze, "La Nuova Italia" editrice, 1953. 408 p. Bibliogr. — Translation of the 3rd edition of the book "Education. Its Data and First Principles", which appeared in 1945. All educational effort should be directed towards helping in the greatest possible development of the individual personality, but this should also be considered as being part of a whole—society—from which it receives and to which it gives force and inspiration. (IBE)

371.011 (44) BOARDING SCHOOLS — 371.9 (44) HANDICAPPED CHILDREN (FRANCE)

Maisons d'enfants de France. Grenoble, Gaston Gorde, 1954. 217 p. Illus. — A special number of the journal *Maisons d'enfants de France*, containing the addresses of children's homes, nurseries, health centres, preventoria, sanatoria, health clinics, kindergarten, open-air schools, colleges in mountain resorts or spas. (IBE)

371.016 (73) PRIVATE SCHOOLS (UNITED STATES)

The Handbook of Private Schools. An annual descriptive survey of independent education. 34th Ed. Boston, Mass., Porter Sargent, 1953. 1,136 p. Index. — A descriptive account of some 1,000 leading private schools, arranged geographically by states and alphabetically by types, followed by supplementary lists of schools which are of largely local patronage, association membership lists, junior colleges and specialized schools, index of schools, etc. (IBE)

371.016 (42) BOARDING SCHOOLS — 371.51 AUTHORITY AND FREEDOM IN EDUCATION (UNITED KINGDOM)

SIMPSON, J. H. Schoolmaster's Harvest. Some Findings of Fifty Years, 1894-1944. London, Faber & Faber, 1954. 218 p. — The author describes and appraises the life in a certain number of places of residential education known to him personally, his criticism being prompted in each case by two questions: firstly, to what extent these institutions embodied a clearly conceived and unified purpose and adopted the best means to achieve it, and secondly, what were the meaning and function, in the life of each of these societies, of freedom and discipline. (IBE)

371.02 EDUCATION IN THE HOME

MONTESSORI, Maria. Das Kind in der Familie und andere Vorträge. Neu herausgegeben von der Deutschen Montessori-Gesellschaft. Stuttgart, Klett, 1954. 94 p. — A collection of six lectures given by Maria Montessori in 1923. Addressed to those most closely connected with children, particularly to mothers, these talks contain the germ of Maria Montessori's educational ideas: rather than impose an adult's will on children, one should observe and help them to become independent human beings. (IBE)

371.037 (42) YOUTH MOVEMENTS (ENGLAND)

KUENSTLER, P. H. K. (compiled by). Youth Work in England. London, University of London Press, 1954. 128 p. Index. (University of Bristol Institute of Education, Publication No. 6). — A compilation of annotated extracts from Ministry of Education and other publications covering the whole field of statutory and voluntary youth work in England and Wales. (IBE)

371.12 TEACHER TRAINING — 37 A COMPARATIVE EDUCATION

Secondary Teacher Training. Paris, Unesco; Geneva, International Bureau of Education, Publication No. 155, 1954. 202 p. — A study first undertaken by the International Bureau of Education in 1935 and now brought up to date. To make known the similarities and the differences existing in the 58 countries studied, regarding general, psychological, professional and practical training of prospective secondary teachers, and in the facilities for their further training throughout their teaching career, was the purpose behind this work of comparative education to which is appended the most recent statistical information concerning secondary education at the present time. (IBE)

371.12 (42) TEACHER TRAINING (ENGLAND AND WALES)

Handbook on Training for Teaching. London, Methuen for the Association of Teachers in Colleges and Departments of Education, 1954. viii & 408 p. — This handbook gives a comprehensive and factual picture, not only of the different types of institutions offering training—Two-year Colleges; Froebel, Domestic and Physical Training Colleges; Art and Technical Colleges; University Education Departments—but also of the whole system of teacher training in England and Wales, with an account of the Area Training Organizations and the names of the Colleges attached to each. Reference is made to the Training College Clearing House scheme to help regulate the application of candidates to the various types of Training Colleges. Lists of institutions providing certain types of training are given as appendices. (IBE)

371.12 (44) TEACHER TRAINING (FRANCE)

Les carrières de l'enseignement. Numéro spécial de la revue *Avenirs*. Paris, Bureau universitaire de statistique et de documentation scolaire et professionnelle, 1954. 158 p. Illus. Graphs. Bibliogr. — A general study of the organization of teaching in France, and the means of access to the teaching profession; also a description of the various posts offered by a teaching career, the schools leading to them, and the positions they offer. (IBE)

371.12 (54) TEACHER TRAINING (INDIA)

MENON, T.K.N. and KAUL, G.N. **Experiments in Teacher Training.** (Delhi), Ministry of Education, Government of India, 1954. 74 p. (Studies in Education and Psychology). — Describes a number of experiments carried out in India in connection with teacher training under the headings of: Post-Graduate Research and Experiments; The Training of Graduate Teachers; Experiments in Basic Training Colleges; Experiments in Training Colleges. (IBE)

371.15 STATUS OF TEACHERS — 37 A COMPARATIVE EDUCATION

Secondary Teachers' Salaries. Paris, Unesco; Geneva, International Bureau of Education, Publication No. 157, 1954. 292 p. — As a natural sequence to the inquiry carried out in 1952-1953 on the status and living conditions of primary school teachers, the International Bureau of Education undertook in 1953-1954 a similar inquiry into the professional status of secondary school teachers. A general survey deals with the problems concerning administrative status, regulations on the amount of work, salaries of secondary teachers, allowances and privileges, welfare schemes, foreign secondary teachers, and private secondary teachers. There is also a national report from each of the 57 countries participating in the inquiry. (IBE)

371.161 PROFESSIONAL ETHICS

VERITY, T. E. A. **On Becoming a Teacher.** London, University of London Press, 1954. 120 p. — Gleanings from papers submitted by members of the Christian Auxiliary Movement, now merged in the British Council of Churches, with the object of examining all aspects of the work of a teacher from a Christian point of view. "It tries to set out fairly and squarely what is the duty of a man or a woman who is both a Christian and a teacher", and applies this general principle not only to class teaching, particularly the religious teaching, but also to a variety of practical issues such as relationships with pupils, colleagues, parents, landlords, and other members of the community. (IBE)

371.161 PROFESSIONAL ETHICS

LEIF, J. et RUSTIN, G. **Morale professionnelle à l'usage des instituteurs et des institutrices.** Programme des écoles normales. Paris, Delegrave, cop. 1950. 190 p. — A collection of principles and thoughts intended to develop the sense and the import of a teacher's moral ethics: his mission, responsibility, professional conscience, public and private life, and his relationships with his colleagues, school authorities, pupils and their families. (IBE)

371.17 TEACHER'S LIFE, MEMOIRS — 371.51 AUTHORITY AND FREEDOM IN EDUCATION

KENDON, Gladys. **Children of the New Estate.** London, Methuen, 1954. 148 p. — An insight into the turmoil of life in a primary school told by a class teacher who seeks to find a solution to the social problem that has to be faced by those dealing with children who come from "surroundings in which the very friendliness and lack of severity tend to have a devitalising effect." (IBE)

371.232 METHODS OF SELECTION — 378 (493) HIGHER EDUCATION (BELGIUM)

JACQUEMYS, G. **Faut-il instaurer un examen d'entrée à l'université?** Enquête faite parmi les professeurs d'université. Bruxelles, Institut univer-

sitaire d'information sociale et économique, No. 5, 1946. 82 p. — An examination of several new solutions which might be applied to the problem of selection of candidates for university studies. (IBE)

371.243 INDIVIDUAL TEACHING — 371.43 DALTON PLAN

LINCH, A. J. *El trabajo individual según el plan Dalton*, 3rd Ed. Buenos Aires, Losada, 1951. 168 p. — An adaptation in Spanish, by Fernando Sáinz, himself the author of a book on the Dalton Plan, of the study in which Professor Lynch has shown the results of the application of this method during several years at his school in Tottenham (England). It also explains the teaching principles which form the basis of this method of individual teaching, and lists the questionnaires, tests and material necessary for teachers wishing to adopt this method. (IBE)

371.266 SCHOLASTIC TESTS

LUNING PRAK, J. *Tests op school*. Groningen & Djakarta, J. B. Wolters, 1952. 416 p. Illus. Tables. Bibliogr. — A detailed account of the tests which can be advantageously utilised at the various school levels, the problems raised by the use of such tests and their influence on teaching practice (establishment of homogeneous classes, individualised teaching). It also contains monographic studies on left-handed, nervous, and criminal-minded children, and suggestions for future use. (IBE)

271.265 PSYCHOLOGICAL TESTS

KOCH, Karl. *Der Baumtest*. Der Baumzeichenversuch als psychodiagnostisches Hilfsmittel. 2nd Ed. Bern & Stuttgart, Hans Huber, cop. 1954. 240 p. Fig. Tables. — Revised and enlarged second edition of a description of a "tree test", primarily intended to detect retardation or regression in the emotional development of a child. It is based on the study of 4,400 drawings and 58 distinctive signs, the results being given in tables relative to children of both sexes between the ages of six and fifteen years. (BIE)

371.266 CHARACTER OBSERVATION METHODS

THOMAE, Hans. *Beobachtung und Beurteilung von Kindern und Jugendlichen*. Basel, Karger, 1954. 64 p. Bibliogr. (Psychologische Praxis, Heft 15). — Study of the possibilities offered by scientific and clinical methods to educators wishing to understand better the children entrusted to their care, the last chapter being devoted to methods of interpretation. (IBE)

371.266 CHARACTER OBSERVATION METHODS

SAKELLARIOU, G. H. *Sakellariou Personality Scale*. Athens University, 1952. 295 p. Tables. Bibliogr. — A study in Greek describing a personality test making it possible to diagnose emotions and feelings in individuals, such feelings being classified as (a) active, (b) reserved, (c) religious, and (d) aesthetic. The volume ends with a summary in English. (IBE)

371.291 (73) RURAL SCHOOLS

BUTTERWORTH, Julian E. and DAWSON, Howard A. *The Modern Rural School*. New York, Toronto, London, McGraw-Hill Book Company, 1952. xli & 494 p. — The social and economic bases of the problems relative to rural education, which is still a great reality in America, the specific needs of the educational programme essential for the development of rural America, and the ways and means of putting such a programme into practice, are the main points dealt with in this volume. (IBE)

371.30 DIDACTIC PRINCIPLES

Tematika. Doklady i lektsii po voprosam teorii i praktiki prepodavaniia vychibnykh predmetov v vachalnoi semitleni i srednei shkolkh. Penza, Institut ousoverchenstvovaniia vychitelei, 1950. 204 p. — A bibliography of reports and conferences concerning educational theory and practice in the 7-year and 10-year (secondary) schools of Russia. (IBE)

371.30 DIDACTIC PRINCIPLES

PREDOME, Edoardo. *Metodologia e didattica moderna*. Torino, Paravia, 1952. 186 p. (coll. "Il Maestro"). — The problems of modern teaching methods are three-fold: historical, scientific, and experimental. In this volume, each problem is studied from these three points of view. (IBE)

371.308 EDUCATION OF JUDGMENT — 375.3 MATHEMATICS

POLYA, G. *How to Solve It*. A new aspect of mathematical method. Princeton, New Jersey, Princeton University Press, 1948. 5th Ed. 224 p. Fig. App. — Writing particularly for students, the author explains a system of reasoning which will help in the solution of any problem, whether mathematical, scientific or social. (IBE)

371.31 GROUP WORK

SLOTTA, Günter. *Die Praxis des Gruppenunterrichts und ihre Grundlagen*. Bremen, Manz & Lange, cop. 1954. 144 p. Bibliogr. — Results of experiments in group work by a team of teachers and school administrators: aims, forms, various types of team work, techniques utilised, political education and group work, dangers of this method, responsibility of the teacher who follows the techniques of free work. (IBE)

371.32 PREPARATION OF LESSONS

MENICUCCI, Mimi. *Didattica minore*. Torino, Paravia, 1953. 223 p. (coll. "Il maestro"). — It is often difficult for a teacher to put into practice modern conceptions concerning educational techniques, because educational literature usually contains more theoretic studies than descriptions of experiments. The present volume, rich in examples and practical suggestions, differs in this respect as it deals with teaching experience in a primary school. (IBE)

371.361 TEACHING BY PICTURES

EAST, Marjorie. *Display for Learning*. Making and using visual materials. Edited by Edgar Dale. New York, The Dryden Press, 1952. 306 p. Index. — A book aimed at showing as specifically and clearly as possible how to produce visual materials and how to use them in and out of the classroom. It contains simple instructions on how to draw stick figures, how to make models, how to mix paste, how to arrange a display case, and how to make and do countless other things that produce good display. (IBE)

371.38 ACTIVITY METHODS

IGOT, Majo. *La collection de timbres à l'école*. Paris, Les Presses d'Ile de France, 1954. 32 p. (L'école nouvelle française, No. 22). — Shows how stamp collecting at school can be important educationally by satisfying the collecting instinct and the child's curiosity for finding out things, and offers technical advice to both teachers and pupils. (IBE)

371.43 (73) NEW EDUCATION (UNITED STATES)

Creating a Good Environment for Learning: 1954 Yearbook. Washington, D.C., Association for Supervision and Curriculum Development, 1954. xii & 308 p. Bibliogr. Illus. — Parents and teachers will find in this yearbook much information about progressive and primary schools in the United States. Two points of special interest are the authors' preference for "learning for its own sake" as opposed to learning in order to pass an examination or to get a good mark, and their realization that the effects of what is done in school may sometimes appear only many years later. (IBE)

371.43 NEW EDUCATION

DEWEY, John. *La educación de hoy*. Buenos Aires, Editorial Losada, 1951. 194 p. — A translation into Spanish, by Carlos Luzurlaga, of a book published in 1940 by Putnam's Sons, in New York, under the title of "Education To-day". (IBE)

371.43 NEW EDUCATION — 37 B HISTORY OF EDUCATION

COUSINET, Roger. *Petite chronologie de l'éducation nouvelle*. Paris, Les Presses d'Ile de France, 1954. 32 p. (L'école nouvelle française, No. 24). — A chronology from 1820 to 1954, listing events, founding of schools, individual initiatives, and conferences marking special dates in the constitution and the development of the new education movement. (IBE)

371.43 NEW EDUCATION

CAUZILLO, Giuseppe. *Il metodo Boschetti-Alberti*. Rovigo, Istituto padano di arti grafiche, 1952. 144 p. Bibliogr. — It was not so much a method as an experiment in running an activity school that the Ticino educationist carried out so joyfully, thanks to her strong personality and love of children; it was an experiment in "free" work, where the gaining of knowledge was a daily conquest undertaken by each child, at his own wish. (IBE)

371.44 (73) SYSTEMS DISTINGUISHED BY THEIR SOCIAL TENDENCIES

OLSEN, Edward G. (edited by). *The Modern Community School*. New York, Appleton-Century-Crofts, 1953. 246 p. Bibliogr. Index. — A study, made at the request of the Association for Supervision and Curriculum Development, of the progress made so far in the United States in changing "from the traditional, book-centered school of yesterday to the emerging, life-centered school of tomorrow", and of the ways and means whereby that progress may be ensured and speeded up. The underlying philosophy is essentially behaviouristic. (IBE)

371.44 (45) CHILDREN'S COMMUNITIES

La Repubblica dei ragazzi (The Boys' Republic), Il "Villaggio del fanciullo" a Santa Marinella. Vatican City, Artistic Edition Giordani, 1948. 72 p. — An album illustrating the life in the children's community of Santa Marinella, near Rome, founded shortly after the second world war by two clergymen who wished to provide a home for young boys who, left to their own resources, followed the army of occupation from town to town, roaming and pilfering, and likely to develop into young delinquents. The life at Santa Marinella is organized on the model of a democratic community. (IBE)

371.452 CATHOLIC SCHOOLS

BATTERSBY, W. J. *The De La Salle Brothers in Great Britain*. London, Burns & Oates, 1954. App. Index. — A history of the untiring endeavours over the last hundred years of the Brothers of the Christian Schools to establish Catholic education in Great Britain. (IBE)

371.51 AUTHORITY AND FREEDOM IN EDUCATION

BUCKLEY, Isabelle P. *Guide to a Child's World*. New York, Whiteside, Inc., and William Morrow and Co., 1951. 116 p. — The famous Buckley Schools of California are the results of one woman's reactions to over-emphasis on "progressive" education to which she opposed her philosophy of "self-expression through self-discipline". (IBE)

371.7 SCHOOL HYGIENE

Health in Schools. Washington, American Association of School Administrators, Twentieth Yearbook, Rev. ed. cop. 1951. 477 p. — Revised edition designed primarily for school administrators, stressing in particular mental health as a necessary part of a complete school health programme dealing with the whole child, but showing, on the other hand, that the discovery of health problems, the correction of defects, the building of healthful attitudes, and the prevention of health problems ultimately involve individual children. (IBE)

371.73 PHYSICAL EDUCATION

EDMUNDSON, Joseph and BURNUP, Charles R. E. *Athletics for Boys and Girls*. London, Bell, 1954. 136 p. Photos. Fig. Tables. — An introduction to the various athletic events practised by boys and girls, and written especially for them. (IBE)

371.73 PHYSICAL EDUCATION — 372.7 TRAINING IN MOVEMENT IN KINDERGARTENS

LEVI-GORINESKOI, E.G. (edited by). *Fiticheskoe vospitanie*. Detei dochkolnogo vozrasta. Moskva, State Editions, Ministry of Education, 1952. 173 p. App. — Aims of physical education for children of pre-school age, taking account of the peculiarities of a child's organism and of the laws governing his development. Exercises and games suitable for kindergarten. A description of physical culture material and toys which can be made by the teachers is given in an appendix. (IBE)

371.86 LEISURE — 376.7 ADOLESCENCE

DANEMARIE, Jeanne. *Loisirs de jeunes*. Paris, Editions familiales de France, 1953. 222 p. — A statement, with a Christian outlook, on the choice of leisure-time activities (dance, music, theatre, cinema, reading), reminding young people of the importance of distinguishing between joy and pleasure, between the satisfaction of the spirit and that which demands external excitement. (IBE)

371.861 CHILDREN'S LITERATURE

A Critical History of Children's Literature. A Survey of Children's Books in English from Earliest Times to the Present... under the Editorship of Cornelia Meigs. New York, The Macmillan Company, 1953. 624 p. Bibliogr. — Cornelia Meigs, in the section entitled "Roots in the Past up to 1840", surveys children's literature from its deepest roots in folklore, studies authors of long ago and the various influences to which the literature is subject. In "Widening Horizons", Anne Eaton analyses the authors, illustrators and children's magazines between the years 1840 and 1890. Elizabeth Nesbitt, in "A Rightful Heritage 1890-1920" arrives at the establishment of children's libraries, after examining the most outstanding books of this period. Finally, in the fourth part "The Golden Age 1920-1950", Ruth Hill Viguers brings the study up to date and indicates the roads to follow. (IBE)

371.861 CHILDREN'S LITERATURE

WHITE, Dorothy. **Books Before Five.** (Wellington), New Zealand Council for Educational Research, 1954. 196 p. — A day-to-day record kept by a perceptive mother of the books she read to her young daughter from the age of two to five years, which makes one aware "of the countless ways in which a child's growth towards maturity can be helped by books that do accord with the interests and needs of the varied phases of development passed through." (IBE)

371.864 FILM SHOWS FOR CHILDREN — 778.53 CINEMA

LUNDERS, Leo O. P. **Introduction aux problèmes du cinéma et de la jeunesse.** Paris, Bruxelles, Editions universitaires, 1953. 220 p. Bibliogr. (11 pages). (Centre international du cinéma éducatif et culturel). — There is no one problem of the cinema but many problems. This study seeks not so much to offer solutions as to sketch a line of research, particularly with regard to the psychological side and problems of understanding, so often neglected by moralists. If the moral influence of the cinema is questioned, it should also be explained how scientifically uncertain are the bases on which it has been established up to the present. (IBE)

371.864 FILM SHOWS FOR CHILDREN — 778.53 CINEMA

KEILHACKER, Martin und Margarete. **Jugend und Spielfilm.** Erlebnisweisen und Einflüsse. Stuttgart, Klett, n.d. 128 p. — The influence of the cinema on young people is studied from the psychological point of view (understanding before the age of puberty, during and after adolescence, differences between the sexes, exigencies with regard to means of expression), then from the educational point of view (influence on children and adolescents, subjects preferred, organization of cinematograph shows for children). A number of children's criticisms are given in an appendix. (IBE)

371.864 FILM SHOWS FOR CHILDREN — 778.53 CINEMA

GARCÍA YAGÜE, Juan. *Cine y juventud*. Madrid, Consejo superior de investigaciones científicas, Instituto "San José de Calasanz", 1953. 226 p. Flg. Tables. Graphs. — Results of the first scientific research work undertaken in Spain on the psychological and educational influence of the cinema on young people, carried out by the professor of education at the training college, who is also a school psychologist. The analysis of 4,187 replies to a questionnaire (2,759 from boys and 1,428 from girls) enabled the author to draw conclusions concerning the price and the modalities of children's frequentation of cinemas, the immediate and ulterior influences and emotional reactions, the cinema and mass psychology, the tendency to imitate and repercussions of a social order, and the educational problems arising out of frequentation of cinemas. (IBE)

371.871 HOLIDAY CAMPS — 371.19 VARIOUS CATEGORIES OF EDUCATORS

TORELLI, Lina and GASCA, Enrico. *L'assistenza ai bambini nelle colonie climatiche marine e montane*. Torino, Paravia, 1953. 76 p. — Persons accompanying children to holiday camps should not be content simply with being supervisors; on the contrary, they ought to be capable of seconding the doctor and of seeing that the children do really benefit by the climatic change. In this vein, this booklet offers indispensable scientific and practical ideas in a condensed form. (IBE)

371.90 HANDICAPPED CHILDREN

KÖNIG, Karl. *The Handicapped Child: Letters to Parents*. London, New Knowledge Books, 1954. 20 p. — The first of a series of "letters to parents" about handicapped children, by the director of the Camphill Schools (Scotland). This brochure deals with mongol, spastic, and autistic children. (IBE)

371.912 DEAF CHILDREN

EWING, Irene R. and EWING, A. W. G. *Speech and the Deaf Child*. Manchester University Press, 1954. xii & 256 p. Illus. — A handbook describing in detail for the first time a genetic approach to the teaching of speech to the deaf and those with imperfect hearing, tracing the history of such training through the centuries and comparing present-day methods and philosophy with those of the past. Beginning with the nursery school, it discusses the training and teaching of deaf children to talk audibly and intelligently at all stages in their school career, dealing not only with the intellectual aspect of speech, but also with the social and emotional aspects. (IBE)

371.92 MENTAL DEFICIENCY

L'enfance mentalement insuffisante. Rapport d'un comité mixte d'experts. Genève, Organisation mondiale de la Santé, 1954. 52 p. — Shows the need for a classification and a uniform terminology concerning the degrees of mental deficiency, points on which inquiries and research should be made; measures to be taken in detecting, diagnosing and treating such deficiency; importance of educating parents and the general public in order to arouse a sympathetic attitude with regard to children of low mentality. (IBE)

371.92 MENTAL DEFICIENCY

POLLOCK, Morris P. and Miriam. *Enriching the Lives of Exceptional Children*. Boston, Mass., Porter Sargent, 1953. 176 p. Index. — Devices and methods which have been tested, and suitable material and projects for use in training troubled and mentally retarded children. The main chapters deal with problems of babyhood, the academic programme, educational devices serving the purpose of developing coordination and handwork projects designed to stimulate poise and confidence in the child, and to help him to gain the respect of others and to prepare him for future employment. (IBE)

371.93 JUVENILE DELINQUENCY

CHAZAL, Jean *L'enfance délinquante*. Paris, Presses Universitaires de France, 1953. 115 p. (Coll. Que sais-je?). — It is not only the quantitative

importance of juvenile delinquency that makes it a current problem, it is also the nature of the questions which it raises, the solutions to which are being found little by little in the light of psychological sciences and their educational techniques, in addition to its juridical and judicial aspect. This study offers a general view of the factors affecting juvenile delinquency, methods of re-education of delinquent under-age children and the functioning of children's courts at the present time and their future perspectives. (IBE)

371.93 JUVENILE DELINQUENCY

JOUBREL, Henri. *La pierre au cou*. Paris, Amitié par le livre, 1953. 300 p. — History of a reception centre for delinquent minors whom a young solicitor and his wife wished to save from prison, this "log-book" reads like an observation clinic. It raises the real problem of all these young people who seem to be irremediably "caught up" in crime, from their very first known offence. Instead of helping these young people to rise again, public opinion pushes them back, enchains them, and ties a millstone round their necks. (IBE)

371.93 JUVENILE DELINQUENCY — 37 P INQUIRIES AND RESEARCH

ROSE, A. G. *Five Hundred Borstal Boys*. Oxford, Blackwell, 1954. 200 p. Tables. App. Bibliogr. Index. — The first large-scale study for England of the after careers of offenders released from corrective treatment. It uses an up-to-date version of the statistical method employed in the major American projects of this kind, and follows a similar design, and its results are therefore comparable with those of the Gluecks' "500 Criminal Careers".

371.98 (68) EDUCATION OF DIFFERENT RACES — 375.95 : 372 (68) PRIMARY SCHOOL CURRICULA

Handbook of Suggestions for Teachers in Native Primary Schools. Department of Public Education, Cape of Good Hope, 1952. 344 p. — A series of articles by educationists with long experience in the education of the native races, intended to help South African primary teachers to organize their school work. (IBE)

372.3 EDUCATION OF YOUNG CHILDREN

Thèmes de vie. (Enfants de 4 à 8 ans) 2nd. Vol. Paris, Bourreller, 1954. 176 p. Illus. (Cahiers de pédagogie moderne pour l'enseignement du premier degré). — Supplementary to the first volume published in 1953, "Thèmes de vie" offers a rich documentation on varied subjects which could be used as centres of interest in drawing up activity plans for children between the ages of 4 and 8 years. (IBE)

372.6 INTRODUCTION TO NUMBER

HAVRANEK, L. et COEUR, F. *Les 5 doigts de la main*. Jeux, contes et formulettes pour apprendre à compter. Paris, Flammarion, cop. 1953. 48 p. et 43 planches. Illus. — Beginning with little activities involving movement and touch, children are led to attach visual and auditory ideas to them, and then to glean for themselves a notion of quantity from these various experiences. Adapted from a Czech work. (IBE)

372.7 EDUCATION OF THE MOTOR NERVES — 375.76 DANCE

GUILCHER, J. M. *Jeux dansés pour enfants de 3 à 10 ans*. Paris, Flammarion, cop. 1951. 52 p. Illus. — A repertory of dancing games, supplemented by explanatory notes and illustrations. (IBE)

372.92 STORIES — 371.461 ANTROPOSOPHICAL EDUCATION

EYMAN, F. *Die Weisheit der Märchen im Spiegel der Geisteswissenschaft Rudolf Steiners*. Bern, Troxler-Verlag, 1952. 92 p. — After being forgotten for a while, fairy stories are once more being appreciated; the author, university professor in Bern and adherent of Rudolf Steiner, seeks to show the historical and psychological value of this aspect of children's literature. (IBE)

373.105 BACCALAUREATE — 371.336. INITIATION TO METHODOICAL WORK

Le succès aux examens du baccalauréat. Guide pratique rédigé par un groupe de professeurs. Paris, Ed. Sociales françaises, 1954. 132 p. — Practical advice, including medical advice, methodically collected by the examiners for the use of baccalaureate candidates at oral and written examinations. All the subjects in the curriculum are treated. (IBE)

373.54 (44) TECHNICAL EDUCATION (FRANCE)

L'enseignement technique et la formation professionnelle. (Ministre de L'Education nationale). Paris, Rombaldi, n.d. 432 p. Illus. — Third volume, abundantly illustrated, of the collection *L'Encyclopédie générale de l'Education française* comprising a complete documentation on technical education in France: formation and development of technical education, current problems, contribution of teachers, organization of technical education, school structure, curricula and methods, links with other subjects, technical education in Overseas countries, technical education and the training of an elite. (IBE)

374 (54) ADULT EDUCATION

Adult Education in Mysore. Krishnamurthipuram, Mysore State Adult Education Council, n.d. 74 p. Photos. — Eleven reports dealing with aspects of adult education in Mysore, published in connection with the seminar on rural adult education, organized with the collaboration of Unesco at Brindavan, in 1949. (IBE)

375.103 VOCABULARY

GARCÍA HOZ, Víctor. **Vocabulario usual, vocabulario común y vocabulario fundamental.** Determinación y análisis de sus factores. Madrid, Instituto San José de Calasanz, 1953. 524 p. Bibliogr. Tables. — If the determination of the 12,900 most usual words in the Spanish vocabulary, the 2,000 words most commonly used and the 200 words regarded as of fundamental use is of interest from the philological, social and psychological points of view, this piece of research work will have immediate application in the educational field, whether it be for the drafting of textbooks for children, or for the teaching of Spanish to foreigners, or for the drafting of tests. (IBE)

375.103 VOCABULARY

RUSSELL, David H. **The Dimensions of Children's Meaning Vocabularies in Grades Four Through Twelve.** Berkeley and Los Angeles, University of California Press, 1954. Bibliogr. (10 pages) Tables. App. (University of California Publications in Education, Vol. 11, No. 5, p. 315-414). — An analysis of vocabulary growth with an attempt to correlate previous research on vocabulary and on concept development at a given age. Five parts: I. Introduction. II. Research in Vocabulary Development. III. Concept Development in Childhood and Adolescence. IV. Procedures. V. Results. (IBE)

375.105 COMPOSITION, STYLE

GASSNER, Eberhard & STOEGER, August Karl. **Das Aufsatzbuch.** Ein Handbuch für den Lehrer. Wien, St. Pölten & München, Hippolyt-Verlag, cop. 1953. 194 p. — Practical suggestions and concrete and living examples, classified by types and by ages of the pupils, intended for teachers in charge of German composition. (IBE)

375.106 LITERATURE — 372.4 READING

LEBEDEV, A. M. **Voprosy metodiki literaturnogo tchtenia na rousskom iazyke v natsionalnoi chkolle.** Moskva, Izdatelstvo Akademii pedagogicheskikh naouk R.S.F.S.R., 1952. 174 p. (Institut des écoles nationales). — Advice on methods for the reading of literary texts in Russian in the national schools, and also a summary of the purpose and the role assigned to these exercises, together with the special points they present. (IBE)

375.12 MOTHER TONGUE

STOBBE, Käte. **Sprecherziehung in der Grundschule.** Berlin-Friedenau, Comenius-Verlag, n.d. 52 p. — Advice based on lively experiments carried

out in the language lessons with pupils in the first classes of the primary schools, showing how language is built up on physical, intellectual and psychical realities. (IBE)

375.12 MOTHER TONGUE

DZIMIRSKY-SERNKO. *Beiträge zur Methodik des Deutschunterrichts*. Graz & Wien, Pädagogischer Verlag Leykam, 1953. 162 p. Bibliogr. — Methodology of the German language, based on the following principles: (a) language teaching should be closely linked to life; (b) the correct practice of a language is more important than theory, rules and definitions; (c) one difficulty only should be mastered each lesson; (d) the teacher's chief objective should be to arouse the pupils' interest and love for the language. (IBE)

375.13 MODERN LANGUAGES

BOND, Otto F. *The Reading Method*. An Experiment in College French. Chicago, the University of Chicago Press, cop. 1953. xii & 368 p. App. Notes. — The final report of thirty years of experimental teaching of a second language at the learning level, dealing with: the principles underlying the teaching of a foreign language, the chronological order in which knowledge of this language should be acquired, techniques and teaching aids, and a philosophy of education, all of which help to constitute a tested method of foreign language teaching. (IBE)

375.141 LATIN

Vers une rénovation de l'enseignement du latin. Paris, Presses d'Ile de France, 1954. 32 p. (l'Ecole nouvelle française, No. 26). — Causes of the stagnation in the study of Latin in secondary schools, the successful methods followed by those seeking to change the situation, and the principles underlying any change in the study as a whole. (IBE)

375.253 ANTHROPOLOGY — 375.43 SOCIOLOGY

BERNATZIK, Hugo A. *Die neue grosse Völkerkunde*. Völker und Kulturen der Erde in Wort und Bild. Neue erweiterte Auflage. Band I, Frankfurt/Main, Herkul Verlagsanstalt, 1954. 292 p. Photos. Index. — First volume of an amply illustrated history of cultures, written by an ethnologist and supplemented by photographs. Both teachers and pupils will find in it valuable information on the life of the various peoples in the world, concerning their habitat, food, clothing, ornaments, work products, tools, weapons, means of transport, family life, religious festivals, etc. (IBE)

375.254 TEACHING OF PSYCHOLOGY

SAMARIN, Ou.A. *Otcherki po metodike prepodavaniia psikhologii v srednei shkole*. Moskva, Izdatel'stvo Akademii pedagogicheskikh nauk R.S.F.S.R., 1950. 183 p. Bibliogr. — An essay on the teaching of psychology, its aims, different subjects taught and method used, work outside class hours, and history of psychology teaching in secondary schools. (IBE)

375.3 MATHEMATICS

LEONHARDY, Adele. *Introductory College Mathematics*. New York, Wiley; London, Chapman & Hall, cop. 1952. 460 p. Fig. App. Index. — Believing that every well educated person ought to realize the importance of mathematics, not only as a tool to technological advance, but also to the expansion of the frontier of knowledge, the author has planned this introduction to general mathematics to meet the needs in particular of those college students who do not intend to specialize in mathematics. (IBE)

375.31 ARITHMETIC

SMITH, Thyra. *Number: An account of work in Number with children throughout the Primary School Stage*. Oxford, Basil Blackwell, 1954. 160 p. Bibliogr. — A study of a child's conception of number derived not from specialized and abstracted experimentation, but from long experience as a teacher. Throughout the author's detailed account of a child's dawning consciousness of number, and of the ways in which parents and teachers can enhance and perfect that consciousness, she never for a minute loses sight of the child himself. (IBE)

375.31 ARITHMETIC — 37 P RESEARCH

THYNE, James E. *Patterns of Error in the Addition Number Facts*. London, University of London Press, 1954. 270 p. App. Glossary. (Publications of the Scottish Council for Research in Education, XXXVII). — An account of an inquiry into the nature of error in the addition facts, based on the results of a large-scale test involving over a thousand pupils, and written by a member of the "Panel on Early Number Teaching" of the Scottish Council for Research in Education. (IBE)

375.31 ARITHMETIC

La division écrite des nombres entiers et ses difficultés. Résultats de l'enquête entreprise par la Commission consultative universitaire de pédagogie. (Bruxelles), Ministère de l'Instruction publique, 1953. 64 p. — An experimental study of the difficulties encountered by schoolchildren in written division. Analysis of the faults, errors and difficulties, based on the results of an arithmetic test applied to some 10,835 pupils of the 5th, 6th, 7th and 8th primary classes in Belgium. (IBE)

375.42 HISTORY

BORK, Arnold. *Einführung in den Geschichtsunterricht*. Berlin & Hannover, Pädagogischer Verlag Berthold Schulz, 1950. 48 p. — Objectives of history teaching, conception of this teaching and the problems which it raises. (IBE)

375.42 HISTORY — 377.382 REVISION OF TEXTBOOKS

Deutschland — Frankreich — Europa. Die deutsch-französische Verständigung und der Geschichtsunterricht. Im Auftrage des Internationalen Schulbuchinstituts herausgegeben von Prof. Dr. Georg Eckert und Dr. Otto-Ernst Schüddekopf. Baden-Baden. Verlag für Kunst und Wissenschaft, 1953. 144 p. Bibliogr. — German and French texts of the *Entretiens franco-allemands* (May to October, 1951), which marked a complete agreement between French and German historians on certain controversial points in the history of the two countries; resolutions of the Franco-German Commission for the study of school textbooks, and the recommendations of the history professors who met at Tübingen in 1952, and various reports. (IBE)

375.42 HISTORY — 377.382 REVISION OF TEXTBOOKS

Deutschland und Frankreich im Spiegel ihrer Schulbücher. Herausgegeben vom Internationalen Schulbuchinstitut an der Kant-Hochschule Braunschweig. Braunschweig, Albert Limbach, 1954. 226 p. — A critical examination of French and German textbooks undertaken by a group of secondary and primary teachers of the two countries in furtherance of the recommendations of the Congress of the French Federation of National Education, in 1946. This examination brings into relief the progress made in the European idea and the solidarity of peoples in school textbooks. (IBE)

375.6 RELIGIOUS TEACHING

BRANIGAN, J. J. *The Teaching of Religion in Catholic Schools*. London, Macmillan, 1954. 322 p. Diagr. App. Bibliogr. Index. — A very detailed exposition, with a foreword by the Bishop of Brentwood, of the content, aims, and methods of teaching religion in Catholic Schools. (IBE)

375.72 DRAWING, PAINTING — 377.4 ARTISTIC EDUCATION

Education and Art. A Symposium, edited by Edwin Ziegfeld. Paris, Unesco, 1953. 132 p. Illus. — Published as an extension of the discussions of the seminar organized by Unesco on the teaching of the visual arts in general education, this symposium contains several articles by various authors on the nature of creative activity and art education, the growing child and creative art teaching, ways and means, training art teachers, art and the community, art education and indigenous culture, and international art education. (IBE)

375.72 DRAWING, PAINTING — 377.4 ARTISTIC EDUCATION

LOWENFELD, Viktor. **Your Child and his Art**. A Guide for Parents. New York, The Macmillan Company, 1954. 186 p. Illus. — The author of "Creative and Mental Growth" replies to numerous questions put to him by parents following lectures he gave throughout the United States over a period of six years. He deals in particular with the contribution of creative activities to the happiness and emotional well-being of the child, showing how parents can help in the development of these activities, and what pitfalls to avoid, etc. The various problems studied are grouped by categories and by age-groups: children aged 2-4 years, 4-7 years, 7-10 years, 10-12 years, and 12-14 years. (IBE)

375.72 DRAWING, PAINTING

ERDT, Margaret Hamilton. **Teaching Art in the Elementary School**. Child growth through art experiences. New York, Rinehart, cop 1954. 284 p. Illus. Bibliogr. Index. — Motivation, release, accomplishment, satisfaction—the cycle of an art experience—are possible when circumstances are compatible and with teacher guidance that builds self-confidence and security. The experiences recorded in this book attempt to show the teachers' part in helping the child to realize his potential creative and aesthetic strength. (IBE)

375.72 DRAWING, PAINTING — 377.4 ARTISTIC EDUCATION

MENDELOWITZ, Daniel M. **Children Are Artists**. An Introduction to Children's Art for Teachers and Parents. Stanford, California, Stanford University Press, 1954. 140 p. Illus. Bibliogr. — Writing more particularly for parents and teachers, the author explains to them how to recognize the different levels of artistic maturity which determine the selection of media, such as the size of paper, brushes, etc., and to determine the kind of experience that is most effective in encouraging the child, at any particular moment, to give form to the stream of vivid impressions flowing into his young and active mind. (IBE)

375.72 DRAWING, PAINTING — 377.4 ARTISTIC EDUCATION

LE CLERC, F. **Un essai d'enseignement du dessin**. Paris, Les Presses d'Ile de France, 1954. 32 p. ("L'école nouvelle française"). — An account of an experiment carried out at "La Source" school with children from 9 to 14 years, in particular. The different problems relative to art teaching are clearly defined: appreciation of children's drawings, models, corrections, techniques, collective drawings, etc. (IBE)

375.75 MUSIC

VERBIST, A. and GELBER, L. **La musique éducative dans l'enseignement de formation générale**. Malines, Secrétariat de la musique éducative, n.d. 44 p. — A critical study of the present situation of the teaching of singing, published at the request of the Department of Education in Belgium, at the time of the International Conference on Educational Music (Brussels, 1953). (IBE)

375.77 DICTION

CHANCEREL, Léon. **L'art de lire, réciter, parler en public**. Paris, Bourrellet, 1954. 116 p. — Technical advice to students, followed by a part intended specially for professors, lecturers, or political and legal orators. (IBE)

375.83 HEALTH EDUCATION

Conférence européenne sur l'éducation sanitaire de la population. Londres, 10-18 avril 1953. Genève, Organisation mondiale de la Santé, 1953. 66 p. — Problems, in Europe, facing specialists in health education, referring in particular to health education of the population as it is to-day, and as it should be; to the role and possibilities of health officers; to the establishment of health education programmes; and to methods and techniques of such education. (IBE)

375.91 (44) HANDICRAFTS (FRANCE)

Les travaux manuels éducatifs. Paris, Centre national de documentation pédagogique, service de la recherche pédagogique, 1953. 41 p. & 49 p. — Guiding principles and pedagogical advice concerning the educational hand-work practised in the new classes—in the 6th and 5th by all pupils in the various secondary establishments, and in the 4th and 3rd by the pupils who are not specializing in any technical or vocational subject—with suggestions for numerous models 'suitable for making by the pupils. (IBE)

376.1 (44) EDUCATION OF WOMEN (FRANCE) — 37 B HISTORY OF EDUCATION

BARNARD, H. C. 'Girls at School under the Ancient Régime. London, Burns & Oates, 1954. 82 p. Index. — Three lectures delivered in the University of London on the education of girls in France in the 17th and 18th centuries. (IBE)

376.7 ADOLESCENCE

SACO, Gustavo. Elementos de psicología de la adolescencia. Guatamela, Editorial del Ministerio de Educación pública, 1952. 144 p. Bibliogr. — Synthetic picture of the different problems of adolescence: method for the study of adolescence, its advent and duration, physical characteristics and sports, sexuality and love, rebellious and adventurous spirit, egocentricity and sociability, morality and delinquency, character and personality, output and profession. (IBE)

377.2 MORAL EDUCATION

VÉRINE. L'amour des autres. Education de la fraternité. Paris, Bloud & Gay, 1954. 222 p. — Love of one's fellow beings is unfortunately not innate in man, it must be awakened, upheld by education of the heart and the will. It is only by this education for sociability—which ought to begin from the age of three years in the family circle, be developed at school and followed up until adolescence—that one will succeed in combatting egoism, the source of all suffering to-day. (IBE)

377.3 SOCIAL EDUCATION — 371.30 DIDACTIC PRINCIPLES

KLÖDEN, Otto. Die Schulklasse als Bildungsfaktor. München, Chr. Kaiser Verlag, 1953. 64 p. — An account of the educational role of the class, considered as a community, followed by considerations affecting methods. (IBE)

377.31 INTERCULTURAL RELATIONS

Europas Aufgabe im Gegenwärtigen Weltgeschehen. Freiburg i/Br., Verlag die Kommenden, 1953. 136 p. (Die Seelen der Völker: eine Schriftenreihe zum Verstandnis der Völker und Rassen). — One of the most striking ideas of the six authors who contributed to this book on intercultural relationships is that love of a foreign country or continent may perhaps be best achieved, not by seeking, as people usually do, the elements it has in common with one's own part of the world, but by seeking just those elements to which it owes its difference and its individuality. (IBE)

377.32 SCHOOL COOPERATIVES

SPANOCHE, R. La coopération à l'école primaire. Braine-l'Alleud, Editions de l'Education populaire, n.d. 48 p. — A summary of the aim, sense and educational value of school cooperatives, as well as the organization and functioning of these "associations of schoolchildren which form and function in the school or the class, under the watchful eye of the master". (IBE)

377.35 EDUCATION FOR CITIZENSHIP — 371.59 SELF-GOVERNMENT

GIBBERD, Kathleen. Politics on the Blackboard: An Autobiographical Essay. London, Faber and Faber, 1954. 158 p. App. Index. — Results of experiences during a fruitful career by a pioneer in the teaching of civics and the initiation of self-government in schools, with suggestions and practical ideas for teachers in this field of work, which belongs to the period of adolescence. The two appendices give respectively the constitution for a school parliament, and the constitution for a school. (IBE)

377.35 DEMOCRATIC EDUCATION

DEWEY, John. *Libertà e cultura*. Firenze, La Nuova Italia, 1953. 206 p. — Translation into Italian, by Enzo Enriques Agnoletti, of the book entitled "Freedom and Culture", published by Putnam's Sons of New York, in 1939. (IBE)

377.37 TRAINING FOR LEADERSHIP

COURTOIS, G. *L'art d'être chef*. 5^e éd. revue et augm. Paris, Editions Fleurus, n.d. 256 p. — Presented in form of sentences, collected into striking and pertinent formulas, this book forms a real code of directions for a leader. (IBE)

377.4 EDUCATION ARTISTIC

FOMICHEVA, A. P. (published under the direction of). *Khoudoxhestvennoe vospitanie v pionerskoi organizatsii*. Moskva, Izdatelstvo Akademii pedagogicheskikh Nauk R.S.F.S.R., 1953. 175 p. — Describes the part played by artistic education in the pioneers organization, studied under various aspects: singing, drawing, dramatic art, dances, documentary films, etc. A repertory of songs and dances for different ages is given as a supplement.

377.91 MEDICO-PSYCHOLOGICAL AID

ROUART, Julien. *Psychopathologie de la puberté et de l'adolescence*. Paris, Presses universitaires de France, 1954. 125 p. (Col. Paideia). — Among the troubles observed during adolescence, which are sociological as well as physiological, the author distinguishes: troubles of comportment and delinquency, neurosis and the problem of schizophrenia and psychosis. The genetic understanding of these manifestations makes it possible to contemplate methods of re-education and individual or group psycho-therapeutic procedures. (IBE)

377.91 MEDICO-PSYCHOLOGICAL AID

Etudes de neuro-psycho-pathologie infantile. cinquième fascicule. Marseille, Comité de l'enfance déficiente, 1953. 74 p. — Six articles dealing amongst other things with psycho-somatic narco-analysis, interest of the psychosomatic perspective in children, and emotional retardation according to the Goodenough test. (IBE)

377.91 MEDICO-PSYCHOLOGICAL AID — 377.911 PROBLEM CHILDREN

ZULLIGER, Hans. *Schwierige Kinder*. Zwölf Kapitel der Erziehung, Erziehungsberatung und Erziehungshilfe. 3rd Ed. Bern & Stuttgart, Hans Huber, cop. 1951. 240 p. Glossary. — Revised and enlarged edition of a work which appeared in 1951 under the title of "Schwierige Schüler". Therapy through play, and by the Rorschach, Behn and Z tests are the subject of two new chapters, while two others are devoted to the role of fear and threats in education, and to the relations between depth psychology and pedagogy. (IBE)

377.91 MEDICO-PSYCHOLOGICAL AID

DE TONI, Giovanni. *L'accrescimento umano*. Brescia, "La Scuola" editrice, 1954. 240 p. Bibliogr. — The somatic phenomena of growth cannot be ignored to-day either by parents or by teachers, for ignorance of these phenomena may lead them to overlook the anomalies of development of which the repercussions will be felt in adult life. The author, who is in charge of a research centre attached to the child clinic at Genoa, describes methods of discovering pathological cases which will enable teachers to indicate them to the doctor. It is also evident that a great number of psychological troubles can be explained by difficulties connected with development. (IBE)

377.911 PROBLEM CHILDREN

BERGE, André. *L'écoulier difficile*. L'école et les défauts de l'enfant Paris, Bourreller, 1954. 125 p. — After having examined the normal conditions of a school age child from the physiological, mental, emotional, social and moral points of view, the author seeks to discover why these conditions are

not always realized. The search for causes, whether of an individual nature or in connection with the family background, or as the result of psychological shocks, enables one to understand the child's difficulties at school and to help the "difficult child" to adapt himself better both scholastically and socially. (IBE)

377.911 PROBLEM CHILDREN

CALONGHI, Luigi and GRASSO, Pier Giovanni. *La psicotia clinica al servizio dei ragazzi «difficili»*. Torino, Pontificio Ateneo Salesiano, Istituto di psicologia sperimentale. 34 p. — Written particularly for teachers and specialists, and dealing specially with the establishment of psychological diagnosis of maladjusted children, this study does not concern the therapeutic problem. (IBE)

377.94 VOCATIONAL GUIDANCE — 373.54 TECHNICAL EDUCATION

La scuola di oggi per il lavoro di domani. Come orientarsi nella scuola tecnica e professionale. Firenze, Centro orientamento scolastico professionale — Consorzio provinciale istruzione tecnica di Firenze, 1953. 83 p. — A brochure written to inform the public, and especially families, about the problem of the educational and vocational guidance of young people. Contains information relative to the training given in the different types of technical schools, account being taken of the needs of the various sections of the country's economy. (IBE)

378 (42) HIGHER EDUCATION (GREAT BRITAIN)

EVANS, D. Emrys. *The University of Wales: A Historical Sketch*. Cardiff, University of Wales Press, 1953. 176 p. Illus. App. Index. — A short history of the University of Wales published on the occasion of its sixtieth birthday. In his concluding chapter the author shows how important it is for the universities of Great Britain to accommodate their policies to the various demands of the public interest, and, on the other hand, he stresses the imperious necessity of conserving complete academic freedom. (IBE)

378 (42) HIGHER EDUCATION (GREAT BRITAIN)

SHIMMIN, A. N. *The University of Leeds: The First Half-Century*. Cambridge, University Press, for the University of Leeds, 1954. 230 p. Illus. Index. — History of the University of Leeds published to mark the fiftieth anniversary of its founding. The first part traces the historical and geographical background to the University's growth, describes its rapid advance during the first fifty years, and records such concerns as the growth of student welfare and the relationship between the City of Leeds and the University. The second part outlines the trend of present-day teaching and research in each faculty. (IBE)

379 (73) SCHOOL ADMINISTRATION (UNITED STATES)

KOPP, O. W. *Elementary School Transfer*. Problems, Principles, and Recommended Procedures. New York, Bureau of Publications, Teachers College, Columbia University, 1953. 83 p. Bibliogr. — According to the United States Bureau of the Census, 1,132,000 children between seven and thirteen years of age changed their county of residence during one given year. The problems raised by such changes are studied here under the following headings: need for consideration of transfer procedures, legal and historical considerations, current transfer practices, principles of effective transfer process, summary and recommended procedures. (IBE)

379.32 (73) EDUCATION BUDGETS

HUTCHINS, Clayton D. and MUNSE, Albert R. *Expenditures for Education at the Midcentury*. Washington, D.C., U.S. Department of Health, Education, Welfare, Office of Education, 1953. 136 p. Graphs. — Report on the financing of education in the United States, dealing with the year 1949-1950, and showing the average expenditure per classroom unit for each of the 63,277 operating school districts of the continental United States and for 125 operating administrative units of the outlying areas of the United States. (IBE)

379.61 COMPULSORY SCHOOLING

Compulsory Education in South Asia and the Pacific. Report of the Bombay Conference, December 1952. Paris, Unesco, 1954. 157 p. App. Bibliogr. — An interpretative report on the educational realities of South Asia and the Pacific related to the aspirations of the peoples, and serving to show teachers and administrators the general sense of the Regional Conference on Compulsory Education held in Bombay, the ideas and policies proposed, and thus providing a stimulus to further study and discussion at a local level. (IBE)

379.61 (549) COMPULSORY SCHOOLING (PAKISTAN)

SHAMSUL HUQ, Muhammad. **Compulsory Education in Pakistan.** Paris, Unesco, 1954. 169 p. App. Bibliogr. Tables. — The work of an experienced educator and research worker who, as planning adviser of the Education Directorate of East Bengal, has been able to study the educational system in operation in his country and the problems involved. This study forms part of the series designed to show how the principle of universal free and compulsory education is being applied in various parts of the world. (IBE)

379.635 (45) ILLITERACY — 37 N CONFERENCES (ITALY)

UNIONE CONTRO L'ANALFABETISMO. **L'educazione degli adulti.** Discussioni e esperienze. Firenze. "La Nuova Italia" Editrice, 1953. 188 p. — A collection of the papers read during the study week on adult education, organized at Rome in 1951, by the national union for the fight against illiteracy. The conference was the meeting place for the directors of the "centres of popular culture", the new type of school exercising considerable influence in the villages of southern Italy. (IBE)

379.824 INTERNATIONAL ACTION IN EDUCATIONAL MATTERS

La civilisation européenne occidentale et l'école. Publication entreprise par les professeurs des pays signataires du Traité de Bruxelles réunis aux conférences d'Ashridge, England (1949), Sèvres, France (1950), Oosterbeek, Pays-Bas (1951). Paris, Service d'Édition et de Vente des Publications de L'Éducation nationale, 1952. 108 p. — A study intended to encourage teachers to strengthen, among the young generation, the feeling of belonging to a great and ever-changing civilization, the future of which is in their hands. (IBE)

379.91 (43) SCHOOL LEGISLATION (GERMANY)

Schulrecht. Ergänzbare Sammlung der Vorschriften für Schule und Schulverwaltung. 4 vol. I. **Schulrecht in Nordrhein-Westfalen.** II. **Schulrecht in Hessen.** III. **Schulrecht in Baden-Württemberg.** IV. **Schulrecht in Rheinland-Pfalz.** Herausgegeben von Dr. Paul Seipp. Berlin-Frohnau, Hermann Luchterhand Verlag, 1954. 1,500, 800, 800 & 400 p. — A collection of the legislative decrees concerning schools and school administration in the following Länder: North Rhine-Westphalia, Hesse, Baden-Württemberg, and Rhineland-Palatinate, grouped according to subject, so that they can be supplemented from time to time as new matter is published. (IBE)

379.91 (45) SCHOOL LEGISLATION (ITALY)

PERROT, Cirillo. **Le leggi che regolano la scuola elementare in Italia e l'ordinamento dello Stato italiano,** per i candidati ai Concorsi magistrali. Torino, Paravia, 1954. 234 p. — Textbook on school legislation drafted for the use of candidates to the teaching profession, containing all the current legislation on primary education in Italy. (IBE)

313 PSYCHOANALYSIS

JUNG, C. G. **Métamorphose de l'âme et ses symboles.** 4^e éd. Genève, Georg, 1953. 772 p. Illus. Index. — Translation into French, by Yves Le Lay, of the book published by Rascher, at Zurich, under the title of *Symbole der Wandlung*, preceded by an analysis of Jung's work written by the translator. (IBE)

136.7 CHILD PSYCHOLOGY

JENKINS, Gladys Gardner, SHACTER, Helen, and BAUER, William W. *These are your Children*. A text and guide on child development. Exp. ed. Chicago, etc., Scott, Foresman and Co., cop. 1953. Illus. Graphs. Tables. Bibliogr. — In addition to a description of the different aspects of child development, this new and abundantly illustrated edition is completed by directions on how to use the book in study groups, charts showing the normal process of child development, a summary of work accomplished in thirteen child research centres, information on sources of help for specific problems in child guidance, and an annotated list of film sources. (IBE)

136.7 CHILD PSYCHOLOGY — 370.47 SOCIOLOGY AND EDUCATION

MARTIN, William E. and STENDLER, Celia Burns. *Child Development. The Process of Growing Up in Society*. New York, Harcourt, Brace & Co., cop. 1953. 520 p. Illus. Index. — Step by step the authors follow the whole development of the child, and then the adult in society, each aspect being considered separately but in relation to the growing child and his environment. They also deal with significant findings of social psychology and of cultural development such as it would appear to an American educationist. (IBE)

136.7 CHILD PSYCHOLOGY — 370.2 HOME EDUCATION — 371.453 CHRISTIAN EDUCATION

SCHLISSKE, Otto. *Evangelisches Elternbuch*. Die Erziehungshilfe für den Alltag. Stuttgart, Kreuz Verlag, cop. 1954. 363 p. — The author, a theologian and an educationist and former chief of youth groups, writes on his experience for the benefit of parents, summarizes the principles of education, the process of child development, and successively studies problems dealing with the child and religion, the child at school, adolescence, puberty, sexual education, juvenile delinquency, the legal position of parents, and the rights of the child, and all against a background of Christian education. (IBE)

136.7 CHILD PSYCHOLOGY

GEMELLI, Fr. Agostino. *Psychologie de l'enfant à l'homme*. Traduction from the Italian by Jeanne-Marie Jaur. Paris, Rousset, 1945. 318 p. Bibliogr. — Courses given by the rector of the Catholic University of the Sacred Heart, at Milan, during the year 1944-1945. After some general statements on the laws governing child development, the author describes for different age groups the intellectual and emotional aspect appropriate for each period, from the newly-born child to nineteen years of age. (IBE)

136.7 CHILD PSYCHOLOGY

BRÉMOND, Henri. *L'enfant et la vie*. Paris, Bloud & Gay, 1953. 255 p. — Published for the first time in 1902, this book describes the mind of children, their internal world, their little dramas and their joys, their generous impulses and their weaknesses. (IBE)

15 PSYCHOLOGY

TOMAN, Walter. *Einführung in die moderne Psychologie*. Wien & Stuttgart, Humboldt-Verlag, cop. 1951. 268 p. Fig. Index. Gloss. — A very full introduction to modern psychology, dealing with the history of psychology, theoretical systems or psychological schools, current general psychology, genetic psychology, clinical psychology, social psychology, and applications of psychology. (IBE)

15 PSYCHOLOGY

HEUSE, Georges A. *La psychologie ethnique*. Paris, J. Vrin, 1953, 151 p. Bibliogr. (10 pages). — Ethnical psychology studies the process of formation of a type of collective thought, starting from the physical and social environment. The author exposes ethno-psychological methods which make of ethno-psychology a science of synthesis by the variety of the points of view which it touches upon and by the diversity of the sciences to which it appeals in establishing its own methodology. (IBE)

15 PSYCHOLOGY — 37 D BIBLIOGRAPHIE

Psychologie. Fachkatalog. Frankfurt am Main, Hochschule für Internationale Pädagogische Forschung, 1954. 166 p. — A bibliography, compiled by the Higher Institute of International Educational Research at Frankfurt, of works in German which have been published since 1945 in the field of psychology and psycho-pedagogy, as well as the works of the chief Anglo-Saxon and Swiss psychologists. (IBE)

343.2 CRIMINAL LAW

GILES, F. T. **The Criminal Law.** A Short Introduction. Harmondsworth (Middlesex, England), Penguin Books, 1954. 272 p. Index. — An account, written for beginners, of the criminal law of England, containing many references to the position of children and a special chapter on juveniles. (IBE)

612.821 EXPERIMENTAL PSYCHOLOGY

GARRETT, Henry E. **Statistics in Psychology and Education.** 4th Ed. New York, London, Toronto, Longmans, Green & Co., 1954. Tables. Bibliogr. Index. — Presents the fundamentals of statistical methods most useful to students in psychology and education, by a professor of psychology of Columbia University. The three parts concern: Descriptive Statistics, Inference and Prediction, Special Topics including Correlation and Test Construction. (IBE)

By subscribing to the "International Service of Education Card Indexes", librarians and educationists wishing to establish a record of recent books on education may obtain copies of the Bureau's bibliographical notices, printed on one side of the paper only, suitable for mounting on index cards.

III. ACTIVITY OF THE BUREAU

ADMINISTRATIVE DIVISION

Twentieth Meeting of the Council

The Twentieth Meeting of the Council was held on Saturday, 10th July, 1954, at the International Bureau of Education. Mr. Marcel Abraham was in the chair.

C. 165 — ELECTION OF COUNCIL OFFICERS

Mr. Marcel Abraham (France) was elected chairman, and Messrs. Marion Coulon (Belgium), Eduardo Canto (Spain), and Josef Barbag (Poland) vice-chairmen.

C. 166 — ELECTION OF EXECUTIVE COMMITTEE

The Council,
Considering that in accordance with article 11 of the Statutes the Council shall elect the Executive Committee every two years, members of the Committee being eligible for re-election,

Appoints the Executive Committee for a period of two years, there being one representative for each member-country.

C. 167 — MEMBERSHIP OF GREECE

The Council
Recognises the Greek Government as a member of the International Bureau of Education ;
Expresses deep satisfaction at this association of the Kingdom of Greece with the work of international collaboration undertaken by all Members of the Bureau.

C. 168 — INQUIRIES IN PROGRESS

The Council
Duly notes that the questionnaires of the two inquiries on systems of financing education and the teaching of art in primary and secondary schools, and of which the text was approved by the Executive Committee at its Thirty-first Meeting, have been sent to the Ministries of Education of the several countries ;

Requests the Ministries of Education to send their replies at their earliest possible convenience, in order that they may be included in the volumes to be published on these two questions and which will serve as working papers for the XVIIIth International Conference on Public Education to be held in 1955.

C. 169 — PERMANENT EXHIBITION OF PUBLIC EDUCATION

The Council
Thanks the Governments of Austria, Belgium, Canada, and Spain for the institution of new stands in the Permanent Exhibition of Public Education ;
Wishes to express its gratitude to the education authorities of France, the German Federal Republic, Italy, Portugal, Switzerland, and Yugoslavia for contributing to the work of the XVIIIth International Conference on Public Education by devoting part of their stand in the Permanent Exhibition of Public Education to the problems of secondary teachers' training and status, two topics which were on the agenda of the Conference ;

Again invites countries not yet represented in the Permanent Exhibition of Public Education to consider becoming so.

C 170 — INTERNATIONAL EDUCATION LIBRARY

The Council

Notes with pleasure the growth of the documentary collections of the International Bureau of Education concerning (a) education and child psychology, (b) school legislation and organization, (c) school textbooks, (d) children's literature, and (e) educational journals;

Warmly thanks the education authorities and the publishers for the welcome they have given to the requests by the International Bureau of Education for books;

Wishes to draw the attention of the Ministries of Education to the value of regularly sending their publications to the Bureau and thus keeping up-to-date the documentary collection for their respective country.

C. 171 — LEGAL STATUS IN SWITZERLAND OF THE INTERNATIONAL BUREAU OF EDUCATION

The Council,

Considering that, in accordance with article 3 of the legal status in Switzerland of the International Bureau of Education, adopted by the *Conseil fédéral* on 20th September, 1946, objects sent by a foreign government to the International Bureau of Education for its use or for the Permanent Exhibition of Public Education are exempt from customs duties;

Considering that objects not sent by a government, although of equal use to the Bureau, are, contrary to the practice in regard to other international organizations with their headquarters in Switzerland, liable to customs duties;

Requests the *Conseil fédéral* to give consideration to the possibility of granting the International Bureau of Education the exemptions from customs duties provided for in the legal statutes in Switzerland of those other international organizations.

RESEARCH DIVISION

Inquiries in progress: (a) The Teaching of Art in Primary and Secondary Schools; (b) Systems of Financing Education.

INFORMATION DIVISION

International Education Library. Books received during the 3rd quarter of 1954: psychology, education, and school legislation and organization, 472; school textbooks, 461; children's literature, 430; total, 1,366.

Publications of the International Bureau of Education

- | | | | |
|---|--------------|--|--------|
| 1. Guide du Voyageur s'intéressant aux écoles . . . | Out of print | 29. La situation de la femme mariée dans l'enseigne-
ment. | Out of |
| 2. La Paix par l'Ecole. P. Bovet. Work of the
International Conference at Prague | Fr. 2.— | 30. Travail et congés scolaires | Fr. |
| 3. Education, Travail et Paix. Albert Thomas . . . | Out of print | 31. Le Bureau international d'Education en 1932-1933 . . . | Fr. |
| L'Education et la Paix. Bibliographie. | Out of print | 32. Les économies dans le domaine de l'Instruction
publique | Fr. |
| 4. Le Bilinguisme et l'Education. Work of the
International Conference at Luxemburg | Out of print | 33. La scolarité obligatoire et sa prolongation | Out of |
| 5. Correspondances interscolaires. P. Bovet | Out of print | 34. L'admission aux écoles secondaires | Out of |
| 6. The Co-operation of School and Home. In French
and German | Out of print | 35. Annuaire international de l'Education et de
l'Enseignement 1934 | Fr. |
| In English and Spanish | Fr. 0.60 | 36. La réforme scolaire polonaise | Out of |
| 7. Comment faire connaître la Société des Nations
et développer l'esprit de coopération interna-
tionale. Premier cours | Out of print | 36 bis. Le Bureau international d'Education en 1933-
1934 | Fr. |
| 8. Troisième cours | Out of print | 37. III ^e Conférence internationale de l'Instruction
publique. Procès-verbaux et résolutions | Out of |
| 9. Quatrième cours | Out of print | 38. Le self-gouvernement à l'école | Fr. |
| 10. Cinquième cours | Out of print | 39. Le travail par équipes à l'école | Out of |
| 11. Children's Books and International Goodwill.
2nd Ed. In French and English | Fr. 5.50 | 40. La formation professionnelle du personnel ensei-
gnant secondaire. | Out of |
| 12. L'enseignement de l'Histoire du Travail. Fernand
Maurette. | Out of print | 41. Les Conseils de l'Instruction publique | Fr. |
| 13. L'Education en Pologne | Out of print | 42. La formation professionnelle du personnel ensei-
gnant primaire | Out of |
| 14. Quelques méthodes pour le choix des livres des
Bibliothèques scolaires | Out of print | 43. Annuaire international de l'Education et de
l'Enseignement 1935 | Out of |
| 15. Some Methods employed in the Choice of Books
for School Libraries | Out of print | 44. Le Bureau international d'Education en 1934-1935 . . . | Fr. |
| 16. La pédagogie et les problèmes internationaux
d'après-guerre en Roumanie. C. Kiritzescu . . . | Out of print | 45. IV ^e Conférence internationale de l'Instruction
publique. Procès-verbaux et résolutions. | Fr. |
| 17. Le Bureau international d'Education (Illustrated) | Out of print | 46. Les périodiques pour la jeunesse | Out of |
| 18 A. Plan for the Classification of Educational
Documents | Fr. 1.50 | 47. La législation régissant les constructions scolaires | Out of |
| 19. La Préparation à l'Education familiale | Fr. 3.50 | 48. L'organisation de l'enseignement rural | Out of |
| 20. Le Bureau international d'Education en 1930-1931 . . . | Fr. 2.50 | 49. L'organisation de l'enseignement spécial. | Fr. |
| 21. Le Bureau international d'Education en 1931-1932 . . . | Fr. 2.50 | 50. Annuaire international de l'Education et de
l'Enseignement 1936 | Out of |
| 22. La Paix et l'Education. Dr. Maria Montessori. . . | Fr. 1.50 | 51. Le Bureau international d'Education en 1935-1936 . . . | Fr. |
| 23. Peace and Education. Dr. Montessori. | Fr. 1.50 | 52. V ^e Conférence internationale de l'Instruction
publique. Procès-verbaux et résolutions | Fr. |
| 24. L'Organisation de l'Instruction publique dans
53 pays (with diagrams) | Fr. 11.— | 53. L'enseignement de la psychologie dans la prépa-
ration des maîtres | Fr. |
| 25. L'Instruction publique en Egypte. | Fr. 1.50 | 54. L'enseignement des langues vivantes | Out of |
| 26. L'Instruction publique en Estonie. | Fr. 1.50 | 55. L'inspection de l'enseignement | Out of |
| 27. Annuaire international de l'Education et de
l'Enseignement 1933 | Out of print | 56. Annuaire international de l'Education et de
l'Enseignement 1937 | Out of |
| 28. La coordination dans le domaine de la littérature
enfantine | Fr. 1.50 | 57. Le Bureau international d'Education en 1936-1937 . . . | Fr. |

I ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions.	Fr. 4.50	89. Le Bureau international d'Éducation en 1943-1944.	Fr. 2.—
Laboration, utilisation et choix des manuels scolaires.	Out of print	90. The International Bureau of Education in 1943-1944.	Fr. 2.—
L'enseignement des langues anciennes.	Fr. 5.50	91. L'enseignement de l'hygiène dans les écoles primaires et secondaires.	Out of print
La rétribution du personnel enseignant primaire.	Fr. 9.—	92. L'égalité d'accès à l'enseignement du second degré.	Fr. 5.—
Annuaire international de l'Éducation et de l'Enseignement 1938.	Out of print	93. IX ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations.	Out of print
Bureau international d'Éducation en 1937-1938.	Fr. 1.50	94. Annuaire international de l'Éducation et de l'Enseignement 1946 (bound Fr. 12.—).	Fr. 10.—
II ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions.	Fr. 4.50	95. The Teaching of Hygiene in Primary and Secondary Schools.	Fr. 2.—
Annuaire international de l'Éducation et de l'Enseignement 1939.	Out of print	96. Equality of Opportunity for Secondary Education.	Fr. 2.—
La rétribution du personnel enseignant secondaire.	Fr. 9.—	97. La gratuité du matériel scolaire.	Fr. 7.—
L'enseignement de la géographie dans les écoles secondaires.	Fr. 7.—	98. L'éducation physique dans l'enseignement secondaire.	Fr. 7.—
L'organisation de l'éducation préscolaire.	Fr. 7.—	99. X ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations.	Fr. 5.—
Le Bureau international d'Éducation en 1938-1939.	Fr. 1.50	100. Xth International Conference on Public Education. Proceedings and Recommendations.	Fr. 5.—
III ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions.	Fr. 4.50	101. Annuaire international de l'Éducation et de l'Enseignement 1947.	Fr. 15.—
Le Bureau international d'Éducation en 1939-1940.	Fr. 1.50	*102. L'enseignement de l'écriture.	Fr. 5.—
L'organisation des bibliothèques scolaires.	Fr. 7.—	*103. The Teaching of Handwriting.	Fr. 5.—
L'éducation physique dans l'enseignement primaire.	Out of print	*104. Les psychologues scolaires.	Fr. 5.—
Le Bureau international d'Éducation en 1940-1941.	Fr. 1.50	*105. School Psychologists.	Fr. 5.—
L'enseignement ménager dans les écoles primaires et secondaires.	Fr. 9.—	*106. XI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations.	Fr. 5.—
The International Bureau of Education in 1940-1941.	Out of print	*107. XIth International Conference on Public Education. Proceedings and Recommendations.	Fr. 5.—
Le Bureau international d'Éducation en 1941-1942.	Fr. 2.—	*108. Annuaire international de l'Éducation et de l'Enseignement 1948.	Fr. 15.—
L'enseignement des travaux manuels dans les écoles primaires et secondaires.	Fr. 8.—	*109. International Yearbook of Education 1948.	Fr. 15.—
The International Bureau of Education in 1941-1942.	Fr. 2.—	*110. L'initiation aux sciences naturelles à l'école primaire.	Fr. 6.—
Les précurseurs du Bureau international d'Éducation. P. Rossello.	Fr. 8.—	*111. Introduction to Natural Science in Primary Schools.	Fr. 6.—
Le Bureau international d'Éducation en 1942-1943.	Fr. 2.—	*112. L'enseignement de la lecture.	Fr. 6.—
The International Bureau of Education in 1942-1943.	Fr. 2.—	*113. The Teaching of Reading.	Fr. 6.—
Bureau international d'Éducation et la reconstruction éducative d'après-guerre.	Out of print	*114. XII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations.	Fr. 3.—
Bureau international d'Éducation et Post-Educational Reconstruction.	Fr. 1.—	*115. XIIth International Conference on Public Education. Proceedings and Recommendations.	Fr. 3.—
Recueil des recommandations formulées par les conférences internationales de l'Instruction publique.	Out of print	*116. La formation professionnelle du personnel enseignant primaire (deuxième édition).	Fr. 8.—
Recommendations of the International Conferences on Public Education.	Fr. 3.—	*117. Primary Teacher Training.	Fr. 8.—
L'Instruction publique en Hongrie. J. Somogyi.	Fr. 5.—	*118. Annuaire international de l'Éducation et de l'Enseignement 1949.	Fr. 10.—
Reconstruction éducative. Livre blanc anglais sur la réforme scolaire. Board of Education.	Fr. 2.—	*119. International Yearbook of Education 1949.	Fr. 10.—

*120. L'initiation mathématique à l'école primaire . .	Fr. 6.—	*140. L'accès des femmes à l'éducation.	Fr.
*121. Introduction to Mathematics in Primary Schools	Fr. 6.—	*141. Access of Women to Education	Fr.
*122. L'enseignement des travaux manuels dans les écoles secondaires	Fr. 4.—	*142. XV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr.
*123. The Teaching of Handicrafts in Secondary Schools.	Fr. 4.—	*143. XVth International Conference on Public Education. Proceedings and Recommendations	Fr.
*124. Conférences internationales de l'Instruction publique. Recueil de Recommandations, 1934-1950	Fr. 3.—	*144. Annuaire international de l'Éducation et de l'Enseignement 1952	Fr.
*125. International Conferences on Public Education. Collected Recommendations, 1934-1950 . .	Fr. 3.—	*145. International Yearbook of Education 1952 . .	Fr.
*126. XIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—	*146. La rétribution du personnel enseignant primaire (deuxième édition)	Fr.
*127. XIIIth International Conference on Public Education. Proceedings and Recommendations	Fr. 3.—	*147. Primary Teachers' Salaries	Fr.
*128. Cantines et vestiaires scolaires	Fr. 3.—	*148. La formation du personnel enseignant primaire (deuxième partie)	Fr.
*129. School Meals and Clothing	Fr. 3.—	*149. Primary Teacher Training (second part) . . .	Fr.
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